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1972

MONTANA STATE PLAN

FOR THE ADMINISTRATION OF

VOCATIONAL EDUCATION

UNDER THE

VOCATIONAL EDUCATION AMENDMENTS OF 1968

AND PART F OF THE

EDUCATION PROFESSIONS DEVELOPMENT ACT

PUBLISHED BY

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

DOLORES COLBURG, SUPERINTENDENT

STATE CAPITOL

HELENA, MONTANA 59601

SEPTEMBER, 1972

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A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 AND PART F OF THE EDUCATION PROFESSIONS DEVELOPMENT ACT

Submitted by the State of Montana

Approved by State Board of Education

on June 5, 1972

Received by the Office of Education: June 22, 1972
(Date)

Effective date of State Plan: July 1, 1972
(Date)

Approved by: s/ John Ottina

Acting U.S. Commissioner of Education

Date approved: August 24, 1972

3 REPORTER PRTG. & SUPPLY CO.

Certificate of State Board of Education

State of Montana

I hereby certify that the attached State Plan for fiscal year 1973 was adopted by the State Board of Education on June 5, 1972
(Date)

The State Plan, as submitted, constitutes the basis for the operation and administration of the state's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representation contained in the plan as of this date are accurate to the best of my knowledge and belief.

State Board of Education

June 9, 1972
(Date)

(Signed) s/ Forrest H. Anderson
(President)

Certificate of State Advisory Council

State of Montana

I hereby certify that the attached State Plan for fiscal year 1973 was prepared in consultation with the State Advisory Council.

The Fiscal Year 1973 State Plan for Vocational Education shows measurable improvement over the current plan. Combining Parts II and III into a single part has been a major improvement. Goals, objectives, activities and outcomes are listed in a way which will allow easier and better evaluation of vocational education objectives than previously.

The Montana Advisory Council for Vocational Education would recommend the following as further improvement of the plan.

1. The guidelines should be simplified so that the resulting plan is coherent and concise.

2. It appears only reasonable that the U.S. Office of Education provide the state with guidelines for the writing of the plan much earlier than presently. We consider eight months earlier as not unrealistic. This would provide an opportunity for the state to develop or amend the plan and have it in the hands of the local educator during the time of his program planning.

3. Part I could be replaced by a compilation of State Board vocational education policy and a letter stating that the State Board will comply with the law and its regulations.

4. The Council feels the plan in its present form is not a useful document for the local school administration or other audiences. We recommend that a review of the plan be made in relation to its intended users and development of the plan be done with them in mind.

5. The Council plans to carry out ongoing review of the plan during the next year and make additional recommendations to the State Board.

We are pleased that this year the state plan will be printed for the first time. This should make it much easier to handle and should improve its appearance.

s/ Linda Skaar

June 5, 1972

Linda Skaar
Chairman, Montana Advisory Council
for Vocational Education

Certificate of Attorney General

State of Montana

I hereby certify:

1. THAT the State Board of Education is the State Board in this State within the meaning of Section 108 (8) of Public Law 90-576;

2. THAT said Board has the authority under State law to submit a State Plan;

3. THAT said Board has authority to administer or supervise the administration of the foregoing State Plan;

4. THAT all of the provisions of the foregoing plan can be carried out by the State;

5. THAT the State Superintendent of Public Instruction has been duly authorized by the State Board of Education to submit the foregoing State Plan and to represent said Board in all matters pertaining thereto.

June 12, 1972 (Date)

(Signed) s/ Robert L. Woodahl (Attorney General)

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

1. Notification of dates for public hearings and material were provided as follows:

Dates of Notification	Sent to	Materials Provided with Notice
May 19, 1972	Livingston Enterprise	None
May 26, 1972	Daily Ravalli Republican	
June 2, 1972	Lewistown Daily News	
	Miles City Star	
	Independent Record	
	Bozeman Daily Chronicle	
	Billings Gazette	
	Daily Inter Lake	
	Great Falls Tribune	
	The Missoulian	
	Havre Daily News	
	Dillon Daily Tribune-Examiner	
	Montana Standard	

2. Public hearing on the State Plan for Vocational Education was held as follows:

Date	Time	Place	Attendance
June 5, 1972	9:00 a.m.	Helena	19

3. The hearing was conducted by:

Mrs. Dolores Colburg	Superintendent of Public Instruction and Executive Officer of Vocational Education
(Name)	(Title)

4. Conclusions or decisions reached were as follows:

   (1) A motion was duly made that the State Plan should be approved for submission to the U.S. Commissioner of Education.

   (2) A recommendation was made that federal officials be urged to revise the guidelines for the development of a State Plan.

   (3) Following approval by the U.S. Commissioner of Education the State Plan will be printed and disseminated to all interested individuals and agencies within the State of Montana.

State Board of Education

June 9, 1972 (Date)

(Signed) s/ Forrest H. Anderson (President)

State Advisory Council Recommendations and Findings

State of Montana

I hereby certify that in the preparation of the State Plan consideration was given to the findings and recommendations of the State Advisory Council in its most recent evaluation report submitted pursuant to Section 104 of Public Law 90-576. A list of the recommendations and the consideration given each recommendation by the State Board is included in Appendix X.

State Board of Education

June 5, 1972 (Signed) s/ Dolores Colburg

(Date) (Title of Authorized Officer)

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Part I

ADMINISTRATIVE PROVISIONS

1.0 General

The Montana State Plan for Vocational Education has been developed as a guide for public educational agencies, institutions, contractual agencies and other agencies applying and qualifying to implement and conduct vocational education programs for the benefit of all population groups representing all levels of education in the state. The State Plan conforms to the requirements established by Public Law 90-576, 90th Congress, the Vocational Education Amendments of 1968 and all state statutes pertaining thereto.

1.1 State Board

1.11 Name and Designation of State Board

Pursuant to Section 75-7702, Revised Codes of Montana, 1947, as amended, the State Board of Education (hereinafter referred to as the State Board) is the sole agency responsible for the governing of vocational education in the State of Montana. (See 1.11 of the Legal Appendix.)

1.12 Executive Officer Designation

The Superintendent of Public Instruction is the Executive Officer of the State Board for the administration of vocational education. (See 1.12 of the Legal Appendix.)

1.13 Authority of State Board

The State Board, pursuant to Section 75-7702, R.C.M., 1947, as amended, and 1.11 above has the authority to submit the State Plan to the U.S. Office of Education and to administer and supervise the programs therein. The State Board will direct the State Treasurer in the disbursement of all state and federal monies to be used for vocational education. (See 1.13 of the Legal Appendix.)

1.14 State Board Organization

A. Composition and Manner of Selection

The State Board consists of eleven (11) members. Three (3) elected officials--the Governor, the Superintendent of Public Instruction and the Attorney General--are ex officio members. Eight (8) members of the State Board are appointed by the Govenor with the advice and consent of the senate of the state legislature. The composition of the State Board and the manner of selecting State Board members are governed by state statutes. (See 1.14-1 of the Legal Appendix.)

B. **A Description of the Units of the State Board Staff and the Functions Assigned to Each**

The State Board does not have units, nor does it have a staff, other than a secretary. Duties and responsibilities concerning vocational education are carried out by the Superintendent of Public Instruction as directed by the State Board. (See 1.14-2 of the Legal Appendix and 1.14-2 of Appendix I.)

State personnel of the Vocational and Occupational Skills component of the Office of the Superintendent of Public Instruction are designated to carry out the vocational education state functions as required by the act and as directed by the State Board through the Superintendent of Public Instruction. The State Board and the Superintendent of Public Instruction will maintain cooperative working relationships among the various agencies and institutions of the state responsible for conducting vocational education programs.

A listing of the Superintendent's vocational education staff and its relationship in the organizational structure of the office is set forth in 1.14-2 of Appendix I. The staff's duties are defined as follows.

1. Director of Vocational and Occupational Skills is responsible for full-time administration and supervision of programs.

2. Assistant Director of Vocational and Occupational Skills is responsible for planning, development, research, curriculum training, post-secondary programs, and program evaluation.

3. Vocational Education Accountant is responsible for financial accounting, record keeping and reporting.

4. Excess Property Officer is responsible for procurement and inventory control of excess property and fiscal administration of the Manpower Training program.

5. Supervisor of Agriculture Education is responsible for agricultural education and for FFA youth group activities.

6. Supervisor of Business Education is responsible for business education and OEA youth group activities.

7. Supervisor of Home Economics Education is responsible for consumer and homemaking

education and wage-earning home economics education.

8. Assistant Supervisor of Home Economics Education assists the supervisor and is responsible for FHA youth group activities.

9. Supervisor of Marketing and Distributive Education is responsible for marketing and distributive education, cooperative vocational education and DECA youth group activities.

10. Supervisor of Health Occupations is responsible for health occupations education programs and for the administration of programs funded by the Education Professions Development Act, Part F.

11. Supervisor of Technical Education is responsible for technical education and adult education programs.

12. Supervisor of Trade and Industrial Education is responsible for trade and industrial education and for VICA youth group activities.

13. Supervisor of Firefighters Training is responsible for developing firefighters programs and conducting training activities.

14. Instructors of Firefighters Training are responsible for conducting training activities.

15. Supervisor of Manpower Training is responsible for Manpower Development and Training Act programs.

16. Program Officers of Manpower Training assist the Supervisor of Manpower Training.

17. Program Consultant of Manpower Training, assists the Supervisor of Manpower Training.

18. Supervisor of Special Needs is responsible for disadvantaged, handicapped and exemplary programs and for programs in depressed areas and residential schools.

19. Supervisor of Vocational Guidance is responsible for vocational guidance, work-study and coordination of career education development.

20. Supervisor of Veterans Education and Training is responsible for the veterans education and training program.

21. Supervisor of Project VIEW (Vital Information for Education and Work), is responsible for program development and dissemination of materials.

1.14-1 Administrative Responsibility EPDA

The Supervisor of EPDA, Part F, is on the staff of the Superintendent of Public Instruction and is responsible for developing, implementing and coordinating the State's system for the development of vocational education personnel, and for the evaluation of professional development programs funded or administered by the Superintendent of Public Instruction. The supervisor will conduct multi-college conferences, workshops and other meetings necessary to ensure the continuation of and development of the system for professional development.

1.2 Public Hearings and Information

1.21 Public Hearings

Annual meetings will be called by the State Board to consider proposed modifications of the State Plan. Proposals for modification may proceed from the Superintendent of Public Instruction, the State Advisory Council for Vocational Education, local educational agencies, state advisory committees, interested agencies, population groups and individuals.

1.22 Public Information

1.22-1 Dissemination of Information

A minimum of six hundred (600) copies of the State Plan and an equal number of statements of general policies, rules, regulations and procedures issued by the State Board concerning the administration of the State Plan will be distributed to interested agencies, organizations and individuals, such as:

Members of the State Advisory Council for Vocational Education
Local educational agencies
Post-secondary vocational-technical centers
Community colleges
Four-year colleges and universities
Staff of the Superintendent of Public Instruction
Montana Employment Security Commission

Department of Planning and Economic Development
Department of Social and Rehabilitation Services
Office of Economic Opportunity
Montana Manpower Planning Advisory Council
Community Action Programs
Model Cities Agency

To insure public understanding of the State Plan, a statewide public hearing, four discussion meetings at the Annual Montana Vocational Education Conference and two meetings of the Montana Council of Local Administrators were held. Subsequent meetings will be held to inform participants about the State Plan, amendments to the plan and changes in policies and procedures, and to discuss implications of the act for implementing and conducting vocational education programs. All vocational education personnel in the Office of the Superintendent of Public Instruction are well versed in the State Plan and are available to help any individuals with questions concerning the plan.

1.3 Qualifications of Personnel

1.31 State Administrative and Supervisory Personnel

1.31-1 Superintendent of Public Instruction and Executive Officer of the State Board

The Superintendent of Public Instruction, by law, is Executive Officer of the State Board for the administration of vocational education.

1.31-2 Director of Vocational and Occupational Skills

The Director of Vocational and Occupational Skills shall hold at least a master's degree from an accredited college or university and shall have had at least three (3) years of vocational education experience as a teacher, coordinator, supervisor, director, or any combination of these, in an approved program of vocational education.

1.31-3 Assistant Director of Vocational and Occupational Skills

The Assistant Director shall hold at least a master's degree from an accredited college or university and shall have had at least three (3) years of vocational education experience as a teacher, coordinator, supervisor, director, or any combination of these, in an approved program of vocational education.

1.31-4 Supervisor(s)

A Supervisor shall hold at least a bachelor's degree from an accredited college or university with a major in the particular vocational service to which he is assigned. In addition, he shall have had at least three (3) years of experience as a teacher, supervisor, director, or any combination of these, in a recognized vocational education program of the particular vocational service to which he is assigned. Preferably, he will hold a master's degree or will pursue further training beyond a bachelor's degree.

1.31-5 Assistant Supervisor(s)

An Assistant Supervisor shall hold at least a bachelor's degree from an accredited college or university in the vocational service to which he is assigned. In addition, he shall have had at least three (3) years of experience as a teacher, supervisor, director, or any combination of these, in an approved vocational education program. Preferably, he will hold a master's degree or will pursue further training beyond a bachelor's degree.

1.31-6 Consultant(s)

A consultant shall have the educational background to enable him to fulfill a particular agreement. In addition, he shall have had sufficient experience in and knowledge of the assigned area of work to assure the successful performance of duties as set forth in any negotiated agreement.

1.31-7 Special Provisions

Requirements listed in 1.31-2 through 1.31-6 and 1.32-1 through 1.32-2 may be waived if it is determined that a person has equivalent or comparable experience and/or education for the position to be filled.

1.32 Local Administrative and Supervisory Personnel

Local school administrators will have the responsibility for the conduct and administration of vocational education programs within their jurisdiction. They shall have valid Montana teaching and/or administrative certificates for the positions they hold.

1.32-1 Local Director

The local director of vocational education shall hold a valid teaching and/or administrative certificate as set forth by state law and State Board policy. In addition, he shall have had at least two (2) years of successful

teaching, supervisory or administrative experience, or a combination thereof, in the field of vocational education. Administrators whose qualifications vary from the above may be qualified by the State Board upon the recommendation of the Superintendent of Public Instruction.

1.32-2 Local Supervisor (or equivalent position)

The local supervisor shall meet the minimum qualifications for certification in the particular vocational education field in which he accepts assignment. In addition, he shall have had two (2) years of successful teaching experience in the vocational field in which he is to serve as a supervisor.

1.32-3 Consultant

A consultant shall have an educational background which the chief administrator and the governing board of the school district determine is adequate to enable him to fulfill his assignment. In addition, he shall have sufficient experience in and knowledge of the assigned area of work to assure the successful performance of duties as determined by the chief administrator and by the governing board of the local school district.

1.33 Public Schools Instructional Personnel

1.33-1 Instructors

A. Education

A teacher of secondary students (grades 7-12) shall hold a valid teaching certificate with proper endorsement, when required, in the specific field of his specialty.

A teacher of post-secondary and adult students shall meet the minimum requirements as set forth in the certification requirements adopted by the State Board.

A teacher whose preparation varies from the requirements cited above may be approved by the State Board upon recommendation of the Superintendent of Public Instruction.

In programs where state licensure or certification by an appropriate national and/or state group requires special teaching standards, the teacher shall at least meet minimum standards of licensure, certification or endorsement in

the area of instruction to which he is assigned.

B. Experience

A teacher of secondary, post-secondary and adult students shall have had at least 2,000 hours recent work experience in the occupation or combination of occupations related to the specific field in which he is to teach, except in the case of trade and industrial and technical education teachers, who must have at least 10,000 hours of recent work experience or apprenticeship training equal to 10,000 hours.

A teacher with a bachelor's degree in trade and industrial and technical education must have 8,000 hours of related work experience, while a teacher with a master's degree in these fields must have 6,000 hours of such experience.

Business education teachers of secondary, post-secondary and adult students may substitute for 1,000 of the 2,000 hours a one-quarter internship program offered through one of the universities and approved by the Superintendent of Public Instruction.

1.33-2 Instructional Aide

An instructional aide, as defined by the Superintendent of Public Instruction, is a person who is usually non-certificated and who is employed by a school district to assist in instructional areas under the supervision of certificated personnel. This definition does not apply to those aides in programs which provide special opportunities for high school students to obtain experience while assisting teachers.

A. Education

An instructional aide shall have at least a high school diploma, G.E.D. certificate or an adequate educational background to enable him to carry out, under supervision, the objectives of the training program.

B. Experience

An instructional aide shall have had sufficient experience to prepare him to perform satisfactorily the tasks assigned to him.

1.33-3 Teachers of Related Subjects

A teacher of related subjects shall meet the qualifications of teachers of technical specialty courses or academically related courses and shall have a minimum of fifteen (15) quarter hours of approved college credits in each related subject he teaches. In addition, he shall have had experience in education and/or related work experience adequate to enable him to carry out, under supervision, the objectives of the training program.

1.33-4 Cooperative Vocational Education Teacher-Coordinators

A coordinator shall hold a valid Montana teaching certificate and shall have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices. In addition, he shall have had at least two years of occupational experience at wage-earning pursuits other than the teaching profession.

1.34 Program Planning and Evaluation Personnel

Personnel from the Vocational and Occupational Skills component will obtain, review and evaluate various vocational education data available from all sources within the state and will provide the Director with data necessary for planning and evaluation. They also will assist local personnel in determining kinds of data needed and techniques of obtaining data for state use. Program planning and evaluation personnel will understand the philosophy and objectives of vocational education and will hold a bachelor's degree or, in lieu thereof, have such other qualifying education and work experience as the Superintendent of Public Instruction may require.

1.35 Other Ancillary Service Personnel

1.35-1 Vocational Guidance Supervisor

The Vocational Guidance Supervisor shall hold a valid Montana Class 3 administrative certificate with an endorsement in guidance and counseling and shall have earned a minimum of nine (9) quarter hours in applicable vocational education courses as may be required by state certification standards approved by the State Board. In addition, he shall have had a minimum of three (3) years of successful experience as a counselor and three (3) years of administrative or supervisory experience, or a combination thereof.

1.35-2 Vocational Counselor(s)

A vocational counselor shall hold at least a bachelor's degree and shall have earned a minimum of thirty (30) quarter hours in guidance and counseling, of which six (6) quarter credits must be in vocational guidance. In addition, he shall have had a minimum of two (2) years of occupational experience at wage-earning pursuits other than the teaching profession.

1.35-3 Teacher Education Personnel

Teacher education personnel shall have at least a master's degree from a teacher education institution approved by the State Board and in the particular field of vocational education to be served. In addition, they shall have had a minimum of three (3) years of successful vocational teaching experience and shall meet the State Plan requirements for a teacher's certificate in one or more vocational fields in the State Plan. When the State Board determines that special experiences and education are the equivalent of the above requirements, these requirements may be waived.

1.35-4 Supervising Teacher

A supervising teacher shall be a certificated vocational instructor under the provisions of the State Plan and in the field in which he is to serve as a supervising teacher and shall have had a minimum of three (3) years of successful teaching experience in the specific vocational education field.

1.35-5 Supporting Staff

Supporting staff shall possess adequate education and experience to satisfy the employing institution and the State Board that they can function effectively in the positions for which they are employed.

1.35-6 Research Personnel

1.35-61 Director of Research, Planning, Development and Evaluation

The Director shall hold at least a master's degree in educational administration from an accredited college or university. In addition, he shall have had special training and experience in research methods and evaluation, including at least three (3) years of experience conducting educational research.

1.4 Professional Personnel Preparation and Development

1.41 Policies and Procedures for Personnel Preparation and Development

1.41-1 Administrative Policy

Appropriate leadership in generating and coordinating resources for the professional development of vocational education personnel is provided through the position of Supervisor of EPDA, Part F. The Supervisor of EPDA, Part F, is on the staff of the Superintendent of Public Instruction and is responsible for coordination of the system for professional development and for the evaluation of professional development programs funded or administered by the Superintendent of Public Instruction. The Supervisor will conduct multi-college conferences, workshops and other meetings necessary to insure the continuation and development of the system of professional development. Monies from sources other than the Education Professions Development Act are and will continue to be used in the inservice and preservice training of vocational education teachers. (See 1.41-1of Appendix VI.)

1.41-2 Administrative Procedures

The Superintendent of Public Instruction and appropriate units of the university system have cooperatively assumed responsibility for assessing inservice and preservice training needs for professional vocational education personnel. On the basis of this assessment and in cooperation with the Advisory Committee and the State Board, long- and short-range goals and priorities have been developed for both inservice and preservice training. Criteria have been established to assure that funded projects will meet the established needs. Project planning and development will be either an individual or a cooperative venture involving the local educational agency, the Superintendent of Public Instruction, the university system, business, labor and industry when applicable.

The Superintendent of Public Instruction alone or with the cooperative agencies will plan and implement a communications program to inform appropriate personnel about these programs and to encourage them to participate.

A general request for project applications or an invitation to a selected institution meeting specified requirements for submission of a project application will be issued when funds become available for use in professional development. These project applications

will be submitted on appropriate forms provided by the Superintendent of Public Instruction.

1.41-3 Cooperative Program Policy

The standards for all cooperative arrangement of professional personnel training programs will conform with the standards developed for state teacher training programs contained in the State Plan. Project directors will develop standards which comply with the overall state standards and the standards of Section 553, Part F of the Education Professions Development Act, Public Law 90-35.

1.41-4 Project Application Approval Policy

All projects will be considered for funding. However, those projects that fall within the boundaries of the state priority list for personnel development will receive funding first; any remaining money will be used to fund projects outside the boundaries of the priority list.

1.41-5 Professional Development Model

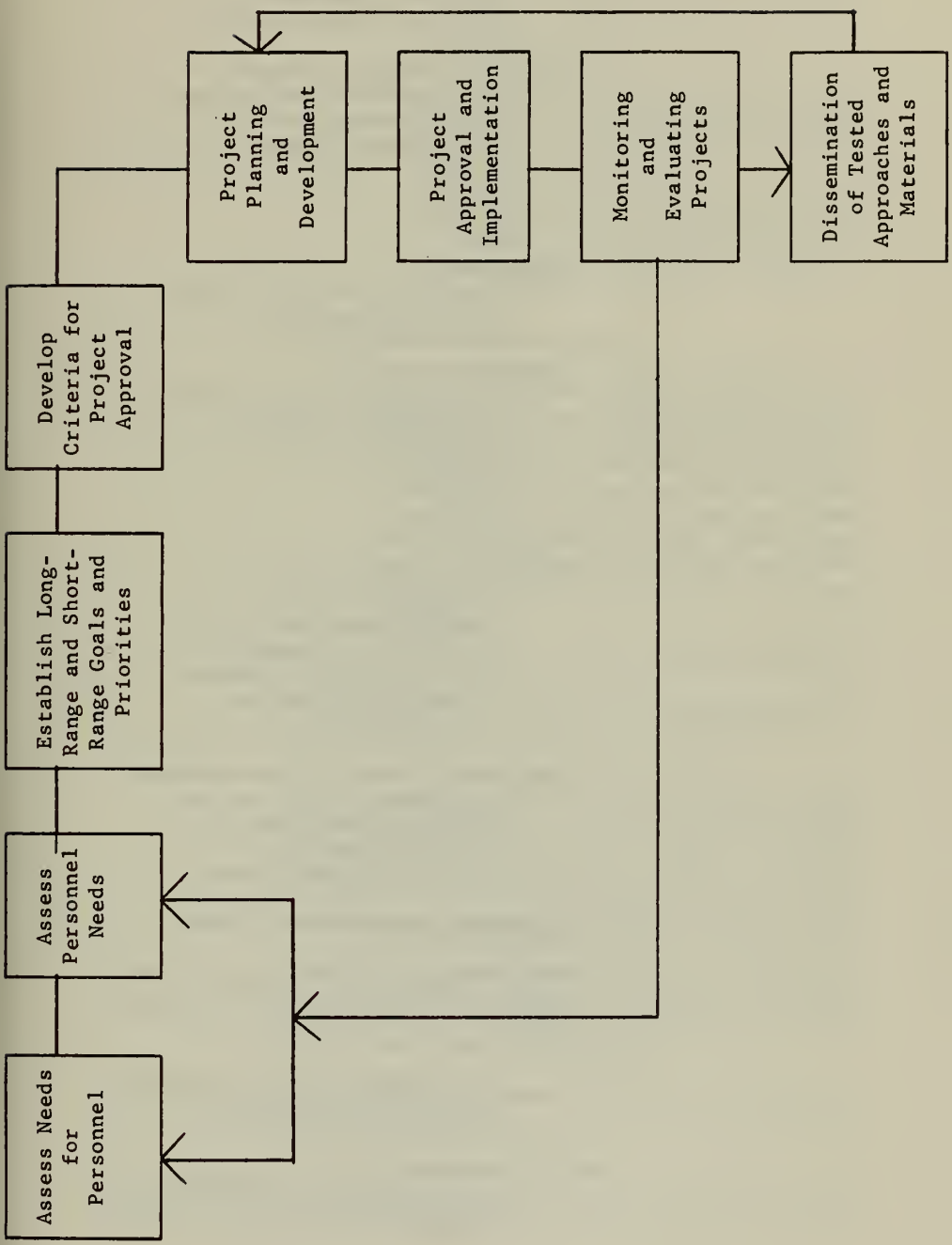
An eight-step model for professional development has been developed to depict the statewide system for the professional development of vocational education personnel. (See Figure 1.) This model incorporates the determination of needs for inservice and preservice training. Represented in the model is a coordinated multi-agency approach. This approach will assure full utilization of available resources for inservice and preservice training of vocational education personnel. The delegated responsibilities of various organizations and agencies are as follows,

Assessment of need for personnel:
Superintendent of Public Instruction
Montana University System

Assessment of training needs of vocational education personnel:
Superintendent of Public Instruction
Montana University System

Establishment of long- and short-range goals and priorities:
Superintendent of Public Instruction
State Board of Education
Montana University System
EPDA, Part F Advisory Committee

Figure 1
MODEL FOR PROFESSIONAL DEVELOPMENT
OF TEACHERS FOR VOCATIONAL EDUCATION


Project Planning and Development
Project Approval and Implementation
Monitoring and Evaluating Projects
Dissemination of Tested Approaches and Materials
Develop Criteria for Project Approval
Establish Long-Range and Short-Range Goals and Priorities
Assess Personnel Needs
Assess Needs for Personnel

Development of Criteria for project approval:
- Superintendent of Public Instruction
- State Board of Education
- Montana University System
- EPDA, Part F Advisory Committee

Planning and Development of Projects:
- Superintendent of Public Instruction
- Montana University System
- Local Educational Agencies
- Business
- Labor
- Industry

Approval of Projects:
- Superintendent of Public Instruction
- State Board of Education

Implementation of Projects:
- Superintendent of Public Instruction
- Montana University System
- Local Educational Agencies
- Business
- Labor
- Industry

Monitoring and Evaluating Projects:
- Superintendent of Public Instruction
- Montana University System
- Local Educational Agencies
- EPDA, Part F Advisory Committee
- Montana Advisory Council for Vocational Education

Dissemination of Tested Approaches and Materials:
- Superintendent of Public Instruction
- Montana University System
- Local Educational Agencies
- EPDA, Part F Advisory Committee

1.41-6 **Procedures to Meet Teacher Personnel Needs**

Within the limits of available funding and established priorities, the Superintendent of Public Instruction may:

A. Provide personnel inservice training programs serving priorities established for the EPDA, Part F program.

B. Initiate cooperatively developed agreements among the state staff and other agencies or institutions for either inservice or preservice

personnel preparation programs.

C. Initiate cooperatively developed agreements among other agencies or institutions for either inservice or preservice personnel preparation programs.

D. Initiate agreements between vocational education personnel and business and industry for inservice and preservice personnel training through exchange programs.

E. Initiate inservice and preservice personnel preparation programs through short-term or regular institutes conducted by colleges or universities.

1.41-7 Advisory Committee Policy

The organization, responsibility and function of the EPDA, Part F Advisory Committee will allow it to act as a clearinghouse and coordinating unit among local educational agencies, the university system, the Superintendent of Public Instruction, the State Board, business, labor and industry. By acting as a clearinghouse, this committee can increase communication among involved agencies and thereby increase the sharing of tested material, facilities and manpower personnel.

1.42 Review and Modification of Personnel Qualification Standards

The State Board is responsible for the approval of personnel qualification standards in conformance with state law.

The standards will be reviewed annually by the Vocational and Occupational Skills staff of the Superintendent of Public Instruction. This annual review will be concerned particularly, but not solely, with modifications necessary to allow the certification of personnel who will be needed for research, experimental, developmental, pilot and/or exemplary projects and programs. Recommendations of the vocational education staff will be submitted to the Director of Vocational and Occupational Skills who in turn will review the standards and make recommendations to the Superintendent of Public Instruction for State Board considerations.

1.43 Determination of Personnel Preparation and Development Priorities

1.43-1 Establishment of Priorities

The present priorities for personnel preparation and

development were established on the basis of a needs assessment conducted in 1971. This assessment is considered to be pertinent for planning for approximately three years.

1.43-2 Annual Review of Priorities

To determine the validity of the priorities established for the personnel preparation program and to revise those priorities when necessary, the Director of Vocational and Occupational Skills will review the priorities annually. This annual review will consist of the following procedures.

A. Comparison of existing statements of priorities in the EPDA, Part F State Plan with newer statements from federal and regional sources.

B. Comparison of existing statements of priorities in the EPDA, Part F State Plan with the needs indicated by vocational educators, business, labor and industry in the state.

C. Review of subproject evaluation reports.

D. Review of progress toward meeting established priority training needs.

E. Reexamination of existing priorities in light of newer federal, regional and state priorities, subproject evaluations and progress toward meeting objectives established for existing priorities.

F. Restatement of priorities.

Each five (5) years the entire system of priorities will be assessed through a survey of professional personnel and representatives of business, labor and industry. In the light of this survey the priorities will be reviewed and restated.

1.44 Advisory Committee

1.44-1 Appointment and Duties

The EPDA, Part F Advisory Committee is representative of the various agencies responsible for the activities outlined in the model for professional development and is appointed by the Superintendent of Public Instruction. (See Figure 1, Page 15.) The term of appointments is for one (1) year; reappoint-

ments and/or new appointments will be made annually by the Superintendent of Public Instruction. When a vacancy occurs during the year, a new appointment will be made by the Superintendent of Public Instruction. The Advisory Committee will review needs assessment information and will make recommendations to the Superintendent of Public Instruction, the State Board and the Montana University System relative to goals and priorities for the professional personnel development program. The Advisory Committee also will advise these agencies in the development of criteria for project approval. The Committee will assist local educational agencies, the Superintendent of Public Instruction and the Montana University System in the dissemination of tested approaches and materials emerging from professional personnel development projects.

1.44-2 Advisory Committee for Personnel Development

Dr. Robert Lehman, Evaluation Coordinator in the Research, Planning, Development and Evaluation component of the Office of the Superintendent of Public Instruction.

Dr. August Korb, professor at Northern Montana College.

Mrs. Harriett Meloy, member of the State Board of Education.

William Walker, President of the Industrial Education Division of the Montana Vocational Association.

Jon Jourdonnais, school board member.

Sidney T. Smith, State Commissioner of Labor.

E. T. Henderson, Manager of Employee and Public Relations for Safeway Stores, Inc.

Mrs. Linda Skaar, Chairman of the Montana Advisory Council for Vocational Education

1.45 Procedures for Obtaining and Approving Projects and Activities

1.45-1 Request for Project Applications

Applications for projects to be funded under the Education Professions Development Act, Part F, will be requested by the Superintendent of Public Instruction as funds are made available. Because of limited financial resources, projects for specific priority areas

will be requested. Whether the request for project application is to be a general request or a limited solicitation will be determined by the priority area in which project applications are being requested.

1.45-2 Project Application Procedure

Four (4) copies of each project application will be submitted to the Superintendent of Public Instruction by an individual authorized to act for the institution proposing the project. The project application will contain the following information.

A. Statement of the purpose of the proposed project.

B. Goals and specific objectives of the project with a detailed plan for the achievement of the objectives and an evaluation of project success.

C. If pertinent, information relating how similar programs have worked under other circumstances and why the project applied for should be successful in the geographical area of the agency making application.

D. Duration of the project.

E. A statement explaining how the results of the project will be used to improve vocational education programs at the local and state levels.

F. Provisions for complete dissemination of project results to all agencies responsible for professional development within the state.

G. Detailed budget.

H. Staff positions necessary to conduct the project and qualifications of the personnel responsible for the project.

1.45-3 Review of Project Applications

Project applications will be reviewed and evaluated in terms of the following criteria.

A. All Projects

1. The project application serves established priorities.

2. The project application includes work experience or a practicum segment.

3. The project objectives are based on documented needs.

4. The project objectives are measurable.

5. The project application provides for long- and short-term evaluation.

6. The project application includes the establishment of a local advisory committee.

7. The project budget provides sufficient detail to justify the amount of funds requested.

8. The personnel designated in the project application are qualified for the activities they will administer and supervise.

B. Inservice Projects

The project application serves those teaching in approved vocational education programs.

C. Preservice Projects

The project application encourages persons at all educational, social or nonprofessional levels to enter and remain in vocational education.

1.45-4 Action on Project Applications

Action on applications will be directed by the following policies and procedures.

A. All proposals will be reviewed by the Supervisor of EPDA, Part F.

B. Each project application will be either accepted or returned to the applicant for modification. If a project application is accepted, the applicant will be notified by letter that his project application has been accepted for evaluation.

C. Accepted project applications will be evaluated by a review committee according to established criteria. Committee members will be from the staff of the Superintendent of Public Instruction and will include the following persons.

1. Supervisor of EPDA, Part F.

2. Director of the Basic Skills component.

3. Director of the Vocational and Occupational Skills component.

4. Other personnel as deemed necessary.

D. Applicants whose project applications are approved by the State Board will be notified, in writing, by the Superintendent of Public Instruction. This letter will include notification of the approved budget and the conditions under which the training institution is to accept the cooperative arrangement training project.

E. Applicants whose project applications are deferred or disapproved will be notified by letter of such action and will have the right to a hearing according to the policies and procedures set forth in the State Plan.

F. The State Board will forward one (1) copy of each approved project application to the U. S. Commissioner of Education.

1.46 Supplement Funds

It is the policy of the State Board and the Superintendent of Public Instruction to provide opportunities for training and retraining of vocational education teachers, counselors, administrators and other personnel to meet the needs of a rapidly expanding and changing vocational education program in Montana.

The State Board and the Superintendent of Public Instruction provide assurance that federal funds received under Section 553, Part F of the Education Professions Development Act, Public Law 90-35, will not be used for seminars, symposia, workshops or conferences unless such activities are a supplemental part of a continuing program of vocational education inservice and preservice training supported by the State Board and the Superintendent of Public Instruction. In no case will

federal funds be used to supplant state and local funds.

1.47 Coordination with Other EPDA Programs

The State Board assures that, where feasible, cooperative planning and funding will guide the approval of all EPDA projects to avoid duplication of effort.

All planning activities involving the various parts of the EPDA program are conducted under the general direction of one Assistant Superintendent in the Office of the Superintendent of Public Instruction. This unity of direction assures coordination of EPDA activities so that the greatest possible impact can be made by the EPDA program.

1.5 Program Evaluation

Vocational education programs administered under the State Plan at both the state and local levels will be evaluated by measuring the progress toward program objectives and by testing program effectiveness. Information derived from evaluations will be used to improve all continuing programs.

At the state level, initial steps have been completed toward the installation of a formal evaluation system. Population-oriented objectives will be developed for each program. Questions will be constructed to direct evaluations of the progress toward, and effectiveness of, each objective. The Research, Planning, Development and Evaluation component of the Office of the Superintendent of Public Instruction will complete installation of an information collection system specifically designed to answer these questions. The component also will train the state vocational education staff in evaluation methods.

Local educational agencies will make an annual evaluation of the quality and effectiveness of each program under their direction, utilizing educationally and occupationally acceptable evaluative instruments in accordance with state policy, state educational and employment standards and the State Plan. Evaluations will be conducted to determine the extent to which programs, services and activities continue to be:

A. Realistic in the light of actual or reliably anticipated opportunities for gainful employment.

B. Suited to the needs, interests and abilities of students so that they may acquire the knowledge and skills necessary for making informed and meaningful occupational choices, for enrolling in advanced technical education programs and for gaining entry employment in the occupations for which they have been trained.

Local educational agencies will be encouraged to apply the evaluation concepts employed by the state level program and will receive

evaluation training from state vocational education staff. The evaluation plans of each local educational agency must be approved by the Director of Vocational and Occupational Skills.

Both the state and local levels may contract for evaluation services or evaluation-related projects. Such contracts by a local project will be submitted to the Director of Vocational and Occupational Skills for approval. Both local and state programs will utilize the results of pertinent evaluations completed by independent agencies or institutions.

1.51 Review and Evaluation of Personnel Preparation and Development

The criteria for reviewing and evaluating the personnel preparation development program will be derived from project objectives stated in an approved application. Criteria for successful attainment of an objective will be included as part of each objective.

The evaluation design for an approved project will provide for the collection and analysis of data from which the evaluators can determine whether project objectives were attained. Decisions on the continuation or modification of a project will be based on a review of project evaluation information. The Director of Vocational and Occupational Skills will provide for such a review of evaluation information for the state program and for projects conducted by members of the state staff. Local project directors will provide for the review of evaluation information for projects conducted by local agencies and institutions. Written recommendations for program improvement, based on the review of project evaluation information, will be submitted to the Director of Vocational and Occupational Skills.

1.6 State Reports

The State Board, through the Superintendent of Public Instruction will complete and submit to the U. S. Commissioner of Education all required federal reports. Such reports will be completed using the guidelines and forms provided by the U. S. Office of Education.

The State Board will afford proper access to all state reports pertaining to vocational education and will comply with any other provisions necessary to assure correctness and verification of such reports.

1.7 Cooperative Arrangements

1.71 State Employment Service

The Superintendent of Public Instruction will periodically evaluate her cooperative agreement with the Montana Employment Security Commission relative to state and local vocation-

al education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities on the local, state and national levels. (See 1.71 of Appendix II.)

1.72 Handicapped Persons

The Superintendent of Public Instruction will enter into cooperative agreements with the State Department of Social and Rehabilitation Services, Bureau of Indian Affairs, community action agencies and any other appropriate agencies to provide special vocational education programs for handicapped persons. An agreement has been made with the State Department of Social and Rehabilitation Services. (See 1.72 of Appendix II.)

The Special Education program in the Office of the Superintendent of Public Instruction has responsibilities for special education activities which include those related to persons in vocational education programs.

1.73 Other Agencies, Organizations and Institutions

A. The Superintendent of Public Instruction, while in the process of developing vocational education programs, services and activities, may enter into cooperative agreements with such agencies, organizations and institutions concerned with manpower needs and job opportunities as institutions of higher education, model cities, business, labor, community action organizations, state and local vocational rehabilitation agencies, special educational agencies, public health agencies and private organizations.

B. Copies of such cooperative agreements between agencies, organizations or institutions will be forwarded to the U. S. Office of Education for filing with the State Plan at such time as such agreements are entered into.

1.74 Other States

A. The Superintendent of Public Instruction may enter into cooperative agreements with one or more other states for the conduct and administration of vocational education programs, services and activities under the State Plan. Any contractual, cooperative agreements entered into shall conform to all laws, rules and regulations of all participating states as they pertain to the proposed State Plan and agreement.

B. Copies of cooperative agreements will be forwarded to the U. S. Office of Education for filing with the State Plan.

C. The State Board will periodically evaluate the cooperative agreements with other states relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities.

1.8 Vocational Education Under Contract

The State Board may contract with private institutions or agencies where the State Board has determined that such organizations can provide education and training at a lesser cost or can provide equipment or services not available in public agencies. Policies and procedures governing such contracts will assure that the following requirements are met.

A. That each contract be in writing.

B. That the contract incorporate the applicable standards and requirements contained in the State Plan and prescribed by the State Board.

C. That each contract be in accordance with state and local laws.

D. That the instruction be conducted as a part of the state and local program under the supervision of the Superintendent of Public Instruction.

E. That the contract constitute a reasonable and prudent use of funds available under the State Plan.

F. That each contract include an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of or eliminate tuition, fees and other charges that would otherwise be collected from the parties concerned.

G. That such contracts be reviewed at least annually.

1.81 Private Post-Secondary Vocational Training Institutions

The State Board may contract with private post-secondary vocational training institutions to provide vocational education training not otherwise available at a lesser cost in public agencies provided that policies and procedures governing such contracts shall be such as to assure that the requirements set forth in 1.8 are met.

1.82 Other Agencies and Institutions

The State Board may contract with other agencies and institutions such as, but not limited to, institutions of higher education to provide vocational education where such agencies

and institutions can make significant contributions toward attaining the objectives of the State Plan.

1.9 Construction Requirements of State Designated Post-Secondary Vocational-Technical Education Centers

In prescribing terms and conditions for approval of construction projects entailing federal financial participation, the State Board will require the following assurances, taking legal action to assure compliance if such is deemed necessary.

1.91 Labor Standards

All laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the Act will be paid wages at a rate not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended, (40 U.S.C. 276a-276a-5) and 29 CFR Part 1 (29 F.R. 95) and will receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (40 U.S.C. 327-332); that such contractors and subcontractors will comply with the provisions of 29 CFR Part 3 (29 F.R 97) and that all construction contracts and subcontracts will incorporate the contract clauses required by 29 CFR § 5.5 (a) and (c) (29 F.R. 100, 101, 13463).

1.92 Equal Employment Opportunity

All construction contracts exceeding ten thousand dollars ($10,000) will include the employment non-discrimination clause prescribed by section 203 of Executive Order No. 11246 of September 24, 1965 (30 F.R. 12319), and the State Board or local educational agency will otherwise comply with the requirements of Section 301 of said Executive Order.

1.93 Avoidance of Flood Hazards

The State Board and the local educational agency will evaluate flood hazards in connection with school facilities planning and, as far as practicable, avoid the uneconomical, hazardous or unnecessary use of flood plains in connection with such construction in accordance with provisions of Executive Order No. 11296 of August 10, 1966 (31 F.R. 10663).

1.94 Accessibility to Handicapped Persons

The State Board and the local educational agency will, to the extent appropriate in view of the uses to be made of the facilities, meet the minimum standards contained in the "American Standard Specifications for Making Buildings and Facilities Accessible To, and Usable By, the Physically Handicapped," approved by the American Standard Association,

Inc., and will comply with appropriate sections of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide," Department of Veterans Benefits, Regional Office, Veteran's Administration, and other pertinent standards prescribed by the Secretary of Health, Education and Welfare and state agencies regarding school construction.

1.95 **Competitive Bidding**

All construction contracts will be awarded to the lowest qualified bidder on the basis of open competitive bidding except that they may be awarded under procedures prescribed by Montana laws if one or more items of construction are covered by an established alternative procedure which complies with the state and local laws and regulations and which will assure construction in an economical manner consistent with sound business practice. (See 1.95 of the Legal Appendix.)

1.10A **Effective Use of Results of Program and Experience**

The State Board will assure that effective use will be made of the results of experience gained in conducting programs and projects assisted under Parts C, Research and Training in Vocational Education; D, Exemplary Programs and Projects; E, Residential Vocational Education; F, Consumer and Homemaking Education; G, Cooperative Vocational Education Program; H, Work-Study Programs for Vocational Education Students; and I, Curriculum Development in Vocational and Technical Education of the Act.

A. The State Board, through the Superintendent of Public Instruction, will gather and disseminate information about programs and projects assisted under Parts C through I of the act. Information will be gathered through local agency applications, questionnaires, meetings, visitations, follow-up studies and evaluation. Dissemination will be through the press, radio, television, printed materials, reports, public hearings, conferences and other meetings.

B. Information which is gathered regarding programs and projects assisted under Parts C through I of the act will be evaluated to determine its effective use for programs under all parts of the act. The information will be reviewed by personnel in the Research, Planning, Development and Evaluation component and in the Vocational and Occupational Skills component of the Office of the Superintendent of Public Instruction. The Superintendent will make recommendations to the State Board regarding the efficient total use of this information.

C. The Director of Vocational and Occupational Skills

will conduct inservice training programs for persons responsible for gathering and disseminating information. Inservice and preservice sessions also will be conducted for personnel who may be responsible for developing new programs. Inservice training for the purpose of informing personnel regarding programs and projects under these parts of the act will be provided for state staff, teacher education staff, local educational agency teacher staffs, local educational agency administrative and supervisory staffs, business and industry personnel, labor personnel and for any other groups which play a cooperative role in meeting vocational education objectives.

D. The State Board will assure that other activities will be conducted to insure acceptance and implementation of change and new directions in vocational education. Informative meetings designed to orient individuals and various population groups to new directions will be held throughout the state under the sponsorship of the State Board and through the Superintendent of Public Instruction. Conferences to promote new ideas and to disseminate information on successful programs will be held for educational administrative groups, teacher groups, business and industry groups, service organizations, the Montana Vocational Association, the Montana Education Association, youth organizations, minority groups, women's organizations, depressed area representatives, representatives of the handicapped, disadvantaged and unemployed and for any other interested groups.

1.10B **Opportunity for Hearings on Local Applications**

A. In compliance with the provisions of Section 123(a)(13) of the Vocational Education Amendments of 1968, there is hereby provided a procedure whereby any local educational agency dissatisfied with final action with respect to an application for federal funds for vocational education will be provided an opportunity for a hearing on its application. For the purposes of conducting such hearings, a quorum consisting of at least six (6) members of the State Board shall be present. The Superintendent of Public Instruction is required to be among the six (6) members present. If the Attorney General is not present, an attorney who is a member of the Attorney General's staff shall be present to advise the State Board on matters of law and procedure. However, such staff attorney shall not be counted as a member of the State Board for meeting quorum requirements and shall not have a vote with regard to State Board action based on the hearing.

B. When the initial decision has been made with regard to the action to be taken on any application, the Superintendent of Public Instruction will promptly notify the applicant in writing of the action taken. If the action is unfavorable, the applicant may, within twenty (20) days after receipt of said notice, submit a written petition to the Superintendent of Public Instruction requesting a hearing on his application. The petition must specifically set forth the following.

1. The matters of fact and law upon which the petitioner bases his assertion that the action taken on his application should not be made final.

2. A list of exhibits which the petitioner intends to introduce at the hearing.

3. A list of witnesses whose testimony will be introduced.

C. Within ten (10) days after receipt of the petition, the Superintendent of Public Instruction will notify the petitioner of the time and date on which the hearing will be held. The petitioner may request the State Board to change the original date set for the hearing only if the petitioner files an affidavit stating that holding the hearing on the original date would result in an unreasonable hardship, and further specifying the reasons why the original date would result in such hardship. Dilatory tactics on the part of the petitioner will result in a loss of the right to a hearing. All hearings will be held in Helena, Montana.

D. The State Board shall convene at the time and place set for the hearing. The members of the State Board shall have authority to perform the following functions.

1. Rule upon offers of proof and receive relevant evidence.

2. Regulate the course of the hearing.

3. Dispose of procedural requests or similar matters.

4. Reach final decisions on applications.

E. The proponent of a rule of order shall have the burden of proof. Any oral or documentary evidence may be received, but the State Board, as a matter of policy, shall provide for the exclusion of irrelevant, immater-

ial or unduly repetitious evidence. No sanction shall be imposed or rule of order be issued except upon consideration of the whole record or such portions thereof as may be cited by any party and as supported by and in accordance with the reliable, probative and substantial evidence. Every party shall have the right to present his case or defense by oral or documentary evidence, to submit rebuttal evidence and to conduct such cross-examination as may be required for a full and true disclosure of the facts. In order that a full and complete record will be produced, the State Board may also introduce exhibits and testimony and shall have the right to cross-examine witnesses.

F. The transcript of testimony and exhibits, together with all papers and requests filed in the proceeding, shall constitute the exclusive record for decision. Upon payment of prescribed costs, the record shall be made available to the party requesting it.

G. Prior to the hearing, the petitioner shall submit for the consideration of the State Board (a) proposed findings and conclusions or (b) exceptions to the initial decision made with regard to the petitioner's application and (c) supporting reasons for such exceptions or proposed findings or conclusions. The record shall show the ruling upon such findings, conclusions or exceptions presented. All decisions rendered pursuant to the hearing shall become a part of the record and shall include a statement of (a) findings and conclusions, as well as the reasons or basis therefore, upon all the material issues of fact, law or discretion presented on the record and (b) the appropriate relief or denial thereof.

H. Any person or party appearing before the State Board shall be accorded the right to be accompanied, represented and advised by counsel. Nothing herein shall be construed either to grant or to deny to any person who is not a licensed, qualified attorney the right to appear for or represent others before the State Board. Further, nothing herein shall be construed as obligating the State Board to provide counsel for any petitioner or party appearing before it requiring such representation. Counsel must be obtained at the expense of the party.

I. If any local educational agency is dissatisfied with the final action of the State Board with respect to approval of an application by such local educational agency for a grant pursuant to this act, such local educational agency may, within sixty (60) days after such final action or notice thereof, whichever is later,

file with the United States Court of Appeals for the circuit in which the state is located a petition for review of that action.

1.10C Economically Depressed Areas or High Unemployment Areas

In determining which areas and communities of the state are "economically depressed areas," "economically depressed communities" or "areas of high unemployment," the State Board will rely upon the determinations made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161).

If the State Board determines that the use of such determinations by the Secretary of Commerce is impractical or undesirable, either because the areas so designated are too large in size or too few in number, the State Board may designate such other areas or communities of smaller size (such as school districts, school attendance areas therein, urban renewal areas or model city areas) which, on the basis of the most recent information available, meet either the following criteria or more stringent criteria as the State Board may deem necessary.

A. The current rate of unemployment is at least 6 percent or

B. the median family income in the area is not more than 40 percent of the national median.

C. Other valid and appropriate indices of economic depression.

The sources of information regarding unemployment rates, median family income and other indices of economic depression include the Montana Employment Security Commission, urban renewal, labor, management, model cities and other state and federal agencies carrying out statistical research and analysis regarding economic depression. Information used for designation of such areas will be the most recent available and will be updated at least annually.

1.10D Areas of High Youth Unemployment or School Dropouts

A. Definitions

"Youth unemployment" refers to unemployed persons sixteen (16) through twenty (20) years of age.

"School dropout" refers to a student who leaves an elementary or secondary school for any reason, except death, before graduation from secondary school or before the completion of a program of studies and

without transferring to another school.

B. Designation of Areas

The State Board will designate areas of the state (including local school districts or school attendance areas therein, urban renewal areas or model cities areas) as areas of "high concentration of youth unemployment and school dropouts" on the basis of the most recent statistical information made available, provided that such information is certified and the areas identified as meeting the definition and criteria for such designation by an authorized official of recognized authority in such agencies as the Department of Planning and Economic Development, The Montana Employment Security Commission, the Office of the Superintendent of Public Instruction or local agencies. Such supporting information will be compared with reports of the following.

1. Employment data compiled and released at state and local levels by the Montana Employment Security Commission.

2. *The Biennial Report of the Superintendent of Public Instruction.*

3. Data compiled by local private and public school districts.

4. Data compiled by other appropriate local, state and federal agencies.

The State Board will designate as "areas of high concentration of youth unemployment or school dropouts" those which meet the following criteria (or more strict criteria as may be deemed appropriate).

1. The current rate of youth unemployment is at least 12 percent.

2. The current school dropout rate is in excess of the overall state dropout rate.

C. Dropout Rates

An individual will be considered a dropout according to the definition in 1.10D, A, above. He will be considered a dropout whether his exit from a school program occurs during or between regular school terms, before or after he has passed the compulsory school attendance age of sixteen (16) and, where applicable, whether or not he has acquired the skills

and gained the knowledge for entry employment. The number of dropouts will be computed on the basis of the above criteria for local school districts as well as on a statewide basis.

D. Youth Unemployment Rates

Youth unemployment will be computed on the basis of the number of youth sixteen (16) through twenty (20) years of age who are unemployed in a given geographic area such as a county, city, school district or attendance area therein or any other identifiable area of the state.

E. Sources and Recency of Information

Sources of information will be those outlined in 1.10D, B, above. The State Board will use the most recent information available and will update such information annually or whenever practical.

2.0 Fiscal Control and Fund Accounting Procedures

2.1 Custody of Federal Funds

The treasurer of the State of Montana is designated by state law as the receiver and custodian of all federal and state monies designated, appropriated or allocated for the purposes of vocational education. (See 2.1 of the Legal Appendix.)

2.2 Expenditure of Federal and State Funds

The State Board, with the Superintendent of Public Instruction as the Executive Officer, is the state agency designated by law to authorize expenditures of federal and state monies for vocational education. (See 2.2 of the Legal Appendix.)

2.3 Allotment Availability

2.31 Programs and Services

Federal funds allotted to the State Board under the act for each fiscal year will be available for use by the State Board and local educational agencies only during the same fiscal year, except that the following allotments will also be available for use during the succeeding fiscal years.

A. Federal funds allotted to the State Board from funds appropriated under Section 102(a) of the act for each fiscal year for the purposes of Parts B and C of the act and which are either transferred to or combined with allotments to the state for the same fiscal year, pursuant to Section 102.156 of *Federal Rules and*

Regulations. (See 2.31(A) of Appendix III.)

B. Federal funds allotted to the State Board from funds appropriated under Section 102(b) of the act from each fiscal year for vocational education for the disadvantaged and which are reallotted from other states pursuant to Section 102.157 of *Federal Rules and Regulations.* (See 2.31(B) of Appendix III.)

C. Federal funds allotted to the State Board under Part D of the act.

2.31-1 Expenditures

A. The fiscal year for state purposes will commence on the first (1st) day of July of each year and end on the last (30) day of June of each year. The budget allotment period is one year in duration. Expenditures covered in this section will be chargeable to that fiscal year's allotment in which the obligation was incurred.

1. The expenditure of supervisory and administrative funds at the state level is on an annual obligation basis. All expenditures not made under a purchase order (encumbered funds) are on a cash basis.

2. Expenditures made under a purchase order are on an obligation basis since Section 59-701.1, R.C.M., 1947, as amended, provides that unencumbered funds will be reappropriated for expenditure the following year. (See 2.31-1 of the Legal Appendix.)

3. Local school district expenditures are on a cash basis with the exception of construction in progress expenditures, since Section 75-6813, R.C.M., 1947, as amended, provides for the lapse of appropriations on the last day of the school fiscal year. Expenditures covered in this section will be chargeable to that fiscal year's allotment in which the obligation was incurred. (See 2.31-1 of the Legal Appendix.)

B. It is estimated that some personnel who will be working on programs under this plan also

will be working on other programs for the Superintendent of Public Instruction. Costs will be prorated according to the function performed. The basis for such proration will be determined and established by the operating budget of the Superintendent of Public Instruction. (See 2.31-1 of Appendix V.)

Costs will be prorated by function activity as assigned by the Superintendent of Public Instruction by memorandum in advance of the activity or as reported by the individual on an after-the-fact basis. Staff services and other internal supporting program function charges will be paid according to a percentage figure established by agreement between the Superintendent of Public Instruction and the Department of Health, Education and Welfare, Office of Grant Administration Policy. Equipment, supplies and travel will be charged on an actual use basis, with the exception of those costs applicable to staff services and other required internal supporting program functions. (See 2.31-1(B) of Appendix V.)

2.32 Construction

The State Board, with the Superintendent of Public Instruction as the Executive Officer, is the agency designated by law to authorize expenditures of federal and state funds for the construction of vocational education facilities. (See 2.32 of the Legal Appendix.)

Approval of the construction project and execution of the contract between the State Board and the local educational agency will determine the fiscal year to be charged, the state and/or federal funds to be encumbered and the identification of local matching funds.

Project proposals for the construction of residential vocational schools will be reviewed by the State Board to determine whether the size, location and existing facilities justify the establishment of a residential school in accordance with appropriate and legal standards. Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentration of youth unemployment and school dropouts. (See 7.0, Residential Vocational Education Schools.)

Fiscal control and accounting procedures as set forth in 2.4 and 2.5 will apply to construction contracts. Clearance before final payment on construction contracts will include the following.

A. Inspection of facilities.

B. Verification of final costs.

C. Proof of publication of notice of final settlement in the form and manner prescribed by law.

2.4 Fiscal Records

The official fiscal accounts and documents of the State Board and the Superintendent of Public Instruction will be maintained by the Superintendent of Public Instruction, Helena, Montana, as Executive Officer of the State Board.

2.41 Retention of Records

The State Board will provide for keeping accessible and intact all records identified by individual allotments to which they relate, records supporting claims for federal grants or relating to the accountability of the State Board or any local educational agency participating under the State Plan for the expenditure of such grants, records of expenditure of matching funds and records supporting maintenance of effort and compliance with other requirements of the act, the regulations in this part and the State Plan.

2.42 Time Period

Records referred to in 2.41 will be retained (1) for five (5) years after the close of the fiscal year in which the expenditure was made by the State Board or by any participating local educational agency; or (2) until the State Board is notified of the completion of the federal audit, whichever is earlier.

2.43 Questioned Expenditures

The records involved in any claim or expenditure which has been questioned by the federal auditor will be maintained until necessary adjustments have been made and the adjustments have been approved by the Commissioner.

2.5 Audits

2.51 State Audit of State Accounts

The State Legislative Auditor is responsible for the auditing of the accounts of the State Board. Reports of such audits will be available from the Director of the Department of Administration, the Superintendent of Public Instruction and the Legislative Auditor. (See 2.51 of the Legal Appendix.)

2.52 Audits of Local Accounts

Fiscal records and documents maintained by local educational agencies and used to support claims for federal participation in vocational education projects approved by the State Board will be audited by the State Examiner. These audits will be made annually and copies of such audits will be maintained in the Office of the Superintendent of Public Instruction. (See 2.52 of the Legal Appendix.)

3.0 State Vocational Education Programs

3.1 Allocation of Funds to Part B

3.10 Purposes

Federal funds appropriated and allotted to the states for the purpose of Part B of the act will be used for vocational education programs, services and activities for persons in high school, persons who have completed or left high school and who are available for study in preparation for entering the labor market, persons who already have entered the labor market and need training to achieve stability or advancement in employment, disadvantaged persons and handicapped persons.

Local educational agencies will prepare and submit program applications to the State Board annually, or as the need for training arises. All local applications will be reviewed by members of the vocational education staff of the Superintendent of Public Instruction and submitted to the State Board for consideration. An annual and a long-range State Plan will be developed and made available to all persons and local agencies interested in its use. State Plans will be reviewed by the State Advisory Council and participants of a public hearing and will be submitted to the State Board for review and action as required by the act.

In the allocation of funds to local educational agencies, the State Board will consider the relative importance of such factors as economic growth potential, current and projected industrial and business development, job opportunities and available vocational education resources.

3.11 Percentage Requirements

The State Board will allocate funds within the percentage requirements of the act for programs for disadvantaged persons, handicapped persons, post-secondary vocational education and consumer and homemaking education, and within the statewide matching requirements except when a waiver of percentage requirements has been obtained. If an expenditure for vocational education falls within more than one of the use categories to which percentage allocation requirements apply, the expenditure may be counted in only one of the use

categories for the purpose of meeting the percentage allocation requirements of the act. The State Board will allocate funds within the percentage requirements set forth in Section 102.59 of the *Federal Rules and Regulations.* (See 3.11 of Appendix III.)

3.12 Identification of Disadvantaged Persons

The basic criterion for participation in the disadvantaged program is inability to succeed in regular vocational education programs without special assistance. Persons who need special assistance to succeed in vocational education, regardless of the individual's disadvantage or the definition used to identify such persons, are eligible under the vocational education definition. Identifying individual and specific causes of inability to succeed is not necessary for eligibility. The effect(s) of a handicap manifested in individual cases of inability to succeed is the key factor in determining eligibility.

In accordance with the Vocational Education Amendments of 1968, P.L. 90-576, Part A, Section 102(b) or Part B, Section 102(a), the State Board will not identify disadvantaged persons by any group or class outside the vocational education inability context, no matter how clear the group's common characteristics of poverty, illiteracy or other misfortune. Identification will be determined on an individual basis.

The State Board and local agencies conducting programs for disadvantaged persons will utilize qualified personnel and appropriate agencies to identify such persons. Guidance counselors and psychometricians will administer and interpret such tests as the Wechsler Intelligence scale for children, Wechsler Adult Intelligence scale as well as educationally-accepted aptitude and vocational interest tests for occupation education placement. Academic achievement tests will also be utilized and cumulative files will be kept by the local educational agency conducting such programs. School attendance records and deviant behavior from accepted social norms as related to family, school and community will be additional identifiers of such persons.

Social data gathered by the Department of Public Welfare on the family constellation will become part of the identifying information. Other local and state agencies working with disadvantaged persons will be contacted with reference to health records, employment history, economic status, job opportunities, employment requirements and employment demands.

Disadvantaged persons also will be identified from information on persons who have been academically, culturally or linguistically handicapped and/or persons handicapped by poverty, neglect or delinquency. This information will be obtained from

the Department of Public Welfare, the Montana Employment Security Commission, state and local manpower planning advisory councils, Bureau of Indian Affairs and other appropriate local, state and federal agencies. If appropriate, procedures, criteria and norms for identifying such persons will be consistent with those used by the agencies named above.

The State Board, through the Superintendent of Public Instruction, will be responsible for identifying disadvantaged persons and for developing recruitment procedures through local school districts for enrollment of such persons in vocational education programs. The Research, Planning, Development and Evaluation component in the Office of the Superintendent of Public Instruction will assist in developing identification procedures and will gather data which may be used for periodic evaluation of programs for the disadvantaged to assure that the vocational education needs of disadvantaged persons are met. (See 3.12 of Legal Appendix.)

Training programs for the disadvantaged will not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described above to identify the disadvantaged. (See 3.12 of Appendix VII and 3.12 of Appendix VIII.)

3.13 Identification of Handicapped Persons

The basic criterion for participation in the handicapped program is inability to succeed in regular vocational education programs without special assistance. Persons who need special assistance to succeed in vocational education, regardless of the individual's handicap or the definition used to identify such persons, are eligible under the vocational education definition. The handicap must interfere with, or be expected to interfere with, the success of the handicapped person in a vocational education program. Each person's inability to succeed without special assistance will be determined individually. (See 3.13 of Apendix IX.)

The State Board and local agencies conducting programs for handicapped persons will identify such persons by using data available from the Department of Social and Rehabilitation Services, state and local manpower planning advisory councils, the Montana Employment Security Commission, local school testing, diagnostic, guidance and counseling departments, testing and diagnostic clinics, health services and any other appropriate agencies which may provide such information. The State Board, through the Superintendent of Public Instruction, will be responsible for identifying such persons and initiating vocational education programs to be conducted by a local school district or agency. The Research, Planning, Development and Evaluation component of the Office of the Superintendent of Public Instruction will assist in developing identifi-

cation procedures and will gather data which may be used for periodic evaluation of programs for the handicapped to assure that the vocational education needs of the handicapped are met.

Handicapped persons will be identified by qualified personnel and acceptable agencies through the administration and interpretation of appropriate tests and screening devices as used by the Department of Social and Rehabilitation Services and other state and local agencies. If appropriate, procedures, criteria and norms for identifying such persons will be consistent with those used by the agencies named above, as well as with those used by other professional personnel.

A. Mentally retarded individuals will be identified by a psychometrician or psychologist who will administer and interpret the Wechsler Intelligence scale for children, the Wechsler Adult Intelligence scale or the Stanford-Binet Individual Mental Test. A score of seventy-five (75) or below on any of the above tests will qualify an individual for placement in a special program for the handicapped.

B. The acoustically handicapped will be screened and evaluated by audiologists.

C. Speech pathologists will test, evaluate and screen individuals with speech defects for placement in a special program.

D. A psychologist, psychiatrist or qualified guidance counselor will identify and work with the emotionally disturbed following evaluations and recommendations by mental hygiene clinics regarding placement in programs for such persons.

E. Medical reports submitted by opthalmologists will be used to identify visually handicapped persons.

3.14 Manpower Needs and Job Opportunities

In deciding the allocation of funds, the State Board will consider manpower needs and job opportunities as determined pursuant to 3.26-1 of the State Plan. The State Board, with the aid of the Montana State Advisory Council for Vocational Education, will analyze labor market data from such sources as the Montana Employment Security Commission, private and industrial employment agencies, local school districts and municipal surveys, national and regional surveys, labor and management, professional organizations, local and state manpower planning advisory councils, the Montana State Rural Areas Development Committee, the Research, Planning, Development and Evaluation component, the Bureau of Apprentice-

ship and Training, the Bureau of Business Research, the Upper Midwest Development Commission and the Department of Planning and Economic Development.

Consideration of data obtained through cooperative research arrangements will be reflected in the annual and long-range plans. Data contained in the annual local applications will be used in determining manpower needs and job opportunities. Special consideration will be given to new and emerging needs and opportunities on the local, state and national levels.

3.15 Vocational Education Needs of Groups to be Served

The State Board will identify and give due consideration to the vocational education needs of all population groups, especially the needs of the following groups.

A. Persons in high schools.

B. Persons who have completed or left high school and who require preparation for entry employment.

C. Persons already in the labor market who need training or retraining to remain employed or to be advanced in positions.

D. Disadvantaged and handicapped persons determined according to 3.12, 3.13 and 3.26-2 of this part.

Due consideration will be given to the above groups in allocating funds according to the following.

A. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act will be used only for vocational education for disadvantaged persons.

B. At least ten (10) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act will be used only for vocational education for handicapped persons.

C. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act will be used only for post-secondary vocational education.

Results of periodic vocational education program evaluations will be considered by the State Board in determining the vocational education needs of all population groups. (See 3.15 of the Legal Appendix.)

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities

The State Board, in making allocations to local educational agencies, will consider such factors as tax resources, current and projected industrial and business development, types of jobs available, and local vocational education resources as related to the needs of persons seeking education for employability. (See 3.2 of the Legal Appendix.)

3.21 Local Applications

The local educational agency will prepare and submit to the State Board a plan for the implementation and operation of a program of vocational education. The plan will show annual needs and a five-year projection, including the following.

A. A description of the proposed programs, services and activities for which funds are being requested, including evaluation activities meeting the requirements of the State Plan.

B. Qualifications of the staff which will be responsible for implementing and conducting the program or project.

C. Justification of the amounts of federal and state funds requested and information on the amounts and sources of other funds available for the programs, services and activities.

D. Information indicating the application has been developed in consultation with appropriate advisory committees along with an inventory of educational and training resources available in the areas to be served by the applicant local educational agency.

E. Information indicating that the programs, services and activities proposed in the application will contribute measurably toward career preparation for the persons to be served.

F. A plan, extending five years from the date of the application, for meeting the vocational education needs of projected student populations in the area or community to be served by the local educational agency. The plan will be related to the cooperative area manpower plan, if any such plan exists.

G. Information indicating the means by which the programs, services and activities proposed in the application will contribute measurably toward meeting the needs set forth in the application.

The application also will contain such other information as

may be required by the State Board in determining allocation of state and federal funds and in determining whether the programs, services and activities proposed therein will otherwise meet all other applicable requirements of federal and state legislation and the State Plan.

Application forms which local educational agencies will be required to complete in applying for allocations of federal and state vocational education funds administered through the State Board are those for implementation and operation of post-secondary vocational-technical education centers, construction of vocational education schools, construction of residential vocational education schools, programs for the disadvantaged and the handicapped, community college post-secondary vocational education programs, vocational education programs of units of the Montana University System, teacher training programs and high school programs. (See 3.21 of the Legal Appendix.)

3.22 **Procedures for Processing Local Applications for Vocational Education Programs, Services and Activities**

3.22-1 **Programs, Services and Activities Undertaken by the State Board**

The State Board will receive, appraise and process all applications submitted by state post-secondary vocational-technical education centers, units of the Montana University System and other state agencies. The State Board will implement those programs, services and activities necessary to insure that the purposes of this act and State Plan are met. Application forms will be submitted to the Superintendent of Public Instruction as Executive Officer of the State Board. The State Board will have the sole authority for approval of vocational education programs and construction projects and budgets for either or both purposes. Decisions of the State Board regarding project applications will be reported to applicants by letter from the Superintendent of Public Instruction. (See 3.22 of Appendix IV.)

3.22-2 **Programs, Services and Activities Undertaken by Local Educational Agencies**

Each proposal or application by a local educational agency is to be submitted to the Superintendent of Public Instruction pursuant to 3.21 of this State Plan. (See 3.22 of Appendix IV.)

Each project application will be transmitted, with recommendations by the Superintendent of Public Instruction, to the State Board, which will determine

its potential contribution to the purposes of the act, the State Plan and the training and retraining needs of the state and its people. Decisions of the State Board will be reported to applicants by letter from the Superintendent of Public Instruction.

3.22-3 Coordination with Other State Agencies

In coordinating efforts with other state agencies, the State Board will maintain communication with other state agencies when initiating State Board projects pursuant to 3.22-1 or approving local projects pursuant to 3.22-2 of this State Plan. Communications will be directed to appropriate administrative officers in the Department of Social and Rehabilitation Services, State Office of Economic Opportunity Coordinator, Department of Public Welfare, Bureau of Indian Affairs or any other state and/or local agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.23 Procedures for Processing Local Applications for Construction

3.23-1 Projects Undertaken by the State Board

Administrative officers of a local district in which a state-designated post-secondary vocational-technical education center is located will prepare an application according to 3.21 of this part of the State Plan for construction of new buildings and/or for acquisition, expansion, remodeling and alteration of existing buildings. Applications may include cost for site grading, improvements, architectural fees and purchase of initial equipment. Applications will be submitted at such time and in such form as may be specified by the State Board pursuant to Section 75-7707, R.C.M., 1947, as amended. Applications are to be presented to the Superintendent of Public Instruction who will review applications and present them, along with recommendations, to the State Board. Decisions of the State Board will be reported to applicants by letter from the Superintendent of Public Instruction.

3.23-2 Projects Undertaken by Local Educational Agencies

The local educational agency will initiate applications for construction, programs and services pursuant to 3.23-1 of this State Plan. Applications will be based upon research and documentation of educational, employment and human needs of the area of the state to be served. Applications will describe the proposed facility and indicate the ability of the local educational agency to provide vocational education

programs compatible with the expressed and implied educational objectives of the act and State Plan. Procedures for initiating and submitting applications, along with administrative procedures and policy which the State Board will employ in processing applications from local educational agencies, will be in accord with 3.23-1 of this State Plan.

3.23-3 Coordination with Other State Agencies

In coordinating efforts with other state agencies, the State Board will maintain communication with other state agencies when initiating State Board projects pursuant to 3.23-1 or approving local projects pursuant to 3.23-2 of this State Plan. Communications will be directed to appropriate administrative officers in the Department of Social and Rehabilitation Services; Elementary and Secondary Education Act, Title I; Department of Public Welfare; Bureau of Indian Affairs or any other state agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.24 Maintenance of Effort

Federal funds allocated through Part B of the act will not supplant state or local funds. They will be used to supplement and, where possible, increase the amount of state and local funds that would--in the absence of such federal funds--be made available for the purposes set forth in Section 122(a) of the act. The intent of this policy is to insure that all persons in all communities of the state will have ready access, as soon as possible and practical, to vocational education programs suited to their needs, interests and abilities to benefit therefrom.

No payments of federal funds will be made to a local educational agency which has not maintained its fiscal effort by providing local funds in amounts no less than those expended for similar purposes during the previous fiscal year. The local educational agency must make provision for a 5 percent difference in expenditures per student from one year to the next. Exceptions to this policy may be made in unusual circumstances, particularly those in which the applicant can demonstrate the existence of conditions which could not be anticipated or those in which the applicant can demonstrate undue hardship as a result of limited local tax resources.

3.25 Matching

3.25-1 Overall State Matching

The State Board will allocate federal funds within the percentage requirements of the act for disadvantaged

persons, handicapped persons, post-secondary vocational education and consumer and homemaking education. These funds will be allocated within the statewide matching requirements of at least one dollar of state and/or local funds for each dollar of federal funds expended under the State Plan for vocational education programs, services and activities under Part B of the act. The matching requirements will not be administered in a manner which requires local educational agencies to match federal funds at a percentage ratio uniform throughout the state.

3.25-2 **Reasonable Tax Effort**

The State Board will use the procedure outlined in 3.26-3 of this State Plan for determining the tax effort of a local educational agency. The tax effort of a local educational agency will be considered reasonable when it is equal to or greater than the state average tax effort. The data upon which the formula for computing the local tax effort is based will be updated annually. These data will be taken from the Annual Report of School Trustees submitted by each local educational agency to the Superintendent of Public Instruction.

No local educational agency using its taxing authority to make a tax effort equal to or exceeding the state average tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-federal share of the cost of such programs. This provision does not apply to state-designated post-secondary vocational-technical education centers for vocational education nor to other state institutions funded through direct appropriations of the state legislature but does apply to local school systems which are funded by appropriations from the general tax revenues of a political subdivision such as a city or county as well as local school systems having taxing authority exclusively for public school purposes.

3.26 **Criteria for Determining Relative Priority of Local Applications**

A. The State Board will consider local applications for federal funds appropriated and granted to the State of Montana to be used for vocational education programs, services and activities for the following persons.

1. Persons in high school.

2. Persons who have left or completed high

school and who are available for study in preparation for entering the labor market.

3. Persons who already have entered the labor market and who need training or retraining to achieve job stability or advancement in employment.

4. Disadvantaged persons.

5. Handicapped persons.

6. Persons in business and industry.

B. The local educational agency will prepare and present to the State Board, through the Superintendent of Public Instruction, a plan for vocational education. The plan will show the annual needs and an annually renewable five-year projection. The plan will include the following.

1. Vocational education programs, services and activities to meet the identified needs.

2. Objectives of programs and provisions for evaluation.

3. Estimated costs of programs, services and activities.

4. Population groups to be served in the geographic service area.

5. Manpower needs and job opportunities.

6. Evidence of consultation with advisory committees, local business committees and others, such as the Montana Manpower Planning Advisory Council.

7. Statements of unusual circumstances or situations affecting the local plan for proposed programs, services and activities.

C. The State Board will consider the plans and programs of local educational agencies as submitted and recommended by the Superintendent of Public Instruction and will assign them priority for allocation of funds in relationship to the following general considerations.

1. Manpower needs and job opportunities.

2. Differences in vocational education needs.

3. Relative ability to pay.

4. Relative or excessive costs of programs, services and activities.

5. Results of periodic evaluations of state and local vocational education programs, services and activities.

6. The relative educational needs of all population groups in the state, with particular reference to the needs of persons with academic, socio-economic, mental or physical handicaps which prevent them from succeeding in regular vocational education programs without additional assistance.

7. The economic capability of the community as evidenced by, but not limited to, such factors as depressed area designation and high rate of unemployment.

8. Special factors occasioned by geographical isolation and/or population sparsity.

3.26-1 Manpower Needs and Job Opportunities

The State Board will analyze labor market data from sources such as the Montana Employment Security Commission, private employment agencies, local agencies, state agencies, national agencies, employers, employees, professional organizations, employer organizations and the Montana Manpower Planning Advisory Council in identifying current and projected manpower needs and job opportunities. The data will be used to determine the relative priorities of each of the Part B program purposes, as well as to determine the relative priority of applications for programs submitted by local educational agencies.

Consideration of the information obtained through the previously defined cooperative arrangements and through periodic evaluations will be reflected in the annual and long-range plans. Data contained in the annual project applications and follow-up studies will be considered in determining manpower needs and job opportunities.

3.26-2 Vocational Education Needs

A. In allocating funds to local educational agencies, the State Board will consider the relative vocational education needs of all population

groups pursuant to 3.1 of this State Plan, to all geographical areas and communities in the state and particularly to disadvantaged and handicapped persons.

B. In assessing the relative vocational education needs of the state and the various population groups, the State Board will give particular consideration to applications from those local educational agencies that will have to assume the additional financial burden of providing disadvantaged and handicapped students with special services, such as compensatory and bilingual courses.

C. In identifying the vocational education needs, first priority will be given to programs for the disadvantaged and the handicapped. The State Board will consider the following factors.

1. The number of disadvantaged persons in the area.

2. The number of handicapped persons in the area.

3. The availability of economic, educational and social service resources in the area.

Data gathered by the State Board and additional data gathered from such agencies as the Montana Employment Security Commission will be reviewed to determine these three factors.

3.26-3 **Relative Ability to Provide Resources**

Schools providing vocational education in the State of Montana receive financial support at the state and local levels through enactment of specific legislation which provides for sources of such funding for post-secondary vocational-technical education centers, community colleges, the Montana University System and the secondary school system.

A. In allocating funds among local educational agencies which are supported in whole or in part by local tax revenues, the State Board will give due consideration to their relative abilities to provide resources necessary to meet the vocational education needs in the areas or communities served by these agencies.

B. The State Board will use the adjusted effort factor method in computing the local educational agency's relative ability to pay its share for support of vocational education.

C. The State Board will use the adjusted effort factor method of computation in determining the local educational agency's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula.

Relative ability to pay factor: Determined for two groups (depressed and non-depressed) of the school district.

$$\text{Ability to pay} = \frac{\text{School district taxable valuation per ANB*}}{\text{State average taxable valuation per ANB*}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

Unadjusted effort to pay factor:

$$\text{Unadjusted effort to pay factor} = \frac{\text{District revenue from local sources per ANB*}}{\text{Average revenue from local sources per ANB*}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or less than the ability to pay as compared to the average of all school districts in the state.

$$\text{Adjusted effort factor} = \frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

*ANB means the average number of pupils belonging to a school, computed on the basis of Montana's school membership formula.

A factor of one (1) or more indicates an adjusted effort equal to or greater than the average.

D. State financed institutions, boards of cooperative services, community colleges and state-designated post-secondary vocational-technical education centers will be considered to have the same relative ability to pay as the state average.

E. The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Superintendent of Public Instruction.

F. If the State Board determines, on the basis of reliable sources of information and documentation, that conditions exist which require special consideration, it may reimburse programs at a rate which it deems such special conditions warrant.

Relative Costs of Programs, Services and Activities

A. In allocating funds to local educational agencies, the State Board will give due consideration to the cost of the programs, services and activities which is in excess of that normally attributable to the cost of education provided by local educational agencies.

B. The local educational agency will submit information showing any excess costs for program operation. These costs will be compared to the statewide average for program operation. Information relative to the statewide costs of operation may be found in the Office of the Superintendent of Public Instruction.

C. Those school districts with relative costs in excess of the statewide average may be reimbursed at a greater rate, depending upon the degree of excess costs. The State Board will consider each case on its own merit.

Other Criteria of the State

Since the population of the state is distributed throughout a large geographic area, special considera-

tion will be given to outlying districts removed from major population centers to assure that equality of vocational education opportunity through quality vocational education programs exists for persons living in remote and sparsely populated areas.

Prevocational and job orientation courses will be developed in small secondary schools. These courses may lead to transfer to post-secondary institutions or may lead to entry employment, depending upon the orientation of the instruction provided.

The State Board will give special consideration to the Indian population and other minority groups of Montana to assure equality of vocational education opportunities. The Bureau of Indian Affairs will be consulted, as will tribal councils and other appropriate agencies and groups concerned.

Migrant workers and their families will be identified and vocational education programs will be developed to meet their needs.

3.27 **Application of Criteria in Determining the Relative Priority of Local Applications**

From the federal funds allotted to it under Part B of the act, the State Board will allocate funds to local educational agencies in a manner which will fulfill the statewide matching requirements, support the maintenance of vocational education efforts, assure reasonable tax effort requirements and meet the requirements outlined in 3.24, 3.25 and 3.26 of this part.

A. The State Board, in determining priorities for local project application approval, will use the State Scale of Weights Criteria, taking into consideration such factors as manpower and employment needs, vocational education needs of the population, relative ability to pay, excess costs, economically depressed areas, dropout and youth unemployment areas and demonstration and pilot projects. The percentage amount of the federal share of the total costs of local programs, services and activities will be allocated on a statewide basis according to the requirements of the act and the budget requirements as shown in Part II of the State Plan.

B. The State Board will use a weighted criteria system for determining allocation of vocational education funds to local educational agencies. A scale will be used to establish priority rank among the various school or agency vocational education program applications. The scale which will be used is divided into four

categories with assigned values of from 1 through 5 and a fifth category of 20 points. The major factor considerations for rating are as follows. (See page 67 of this part of the State Plan.)

1. Manpower Needs: Weight – 4, possible points – 20. The local educational agencies are ranked on the basis of manpower needs within the local, state or regional areas which are to be served. Statistics available from the Montana Employment Security Commission, or local offices thereof, will be used to rank local educational agencies. The two factors to be considered are the annual average number of unfilled jobs in the region in which the local educational agency is located and the annual average percentage of unemployment in each region of the state. The number of unfilled jobs for the state will be established from the employment security records. Each region will be ranked on the 1-5 scale.

   The following scale will be used to determine the point value of this factor for each school.

   13% or more of the unfilled jobs . . . 5 points
   10-12% of the unfilled jobs . . . . . 4 points
   7- 9% of the unfilled jobs . . . . . 3 points
   4- 6% of the unfilled jobs . . . . . 2 points
   1- 3% of the unfilled jobs . . . . . 1 point

   The second factor to be considered will be the percentage of unemployment for each region. The percentage of unemployment in each region will be compared to the total state unemployment.

   The following scale will be used to determine the point value of the unemployment factor for each school.

   21% or more of state unemployment. 5 points
   16-20% of state unemployment . . . . 4 points
   11-15% of state unemployment . . . . 3 points
   6-10% of state unemployment . . . . 2 points
   1- 5% of state unemployment . . . . . 1 point

   The total points for the two factors, unfilled jobs and unemployment, will be averaged and will become the total for this category.

2. Vocational Education Needs. Weight – 7, possible points – 35. Data which will be

considered to obtain a scale to determine the vocational education needs of the local educational agency will include the percentage of dropouts in the district compared to the state average of reported dropouts and the number of high school graduates who pursue a baccalaureate degree. A local educational agency with a high dropout rate will be given a higher rate factor. A school with a low dropout rate will be awarded a lesser factor. The dropout rate will be determined from information obtained from the Annual Report required of all school districts by the Superintendent of Public Instruction.

The following scale will be used to determine the point value of this factor for each school.

9% or over dropout rate ..... 5 points
7-8% dropout rate ..... 4 points
5-6% dropout rate ..... 3 points
3-4% dropout rate ..... 2 points
1-2% dropout rate ..... 1 point

The second factor to be considered under this category is the number of students entering baccalaureate degree schools.

The following scale will be used to determine the point value of this factor for each school.

1-10% of the graduating class ..... 5 points
11-25% of the graduating class ..... 4 points
26-40% of the graduating class ..... 3 points
41-50% of the graduating class ..... 2 points
51% and over of the graduating class . 1 point

The total points for the two factors, dropout rate and number of students entering bac calaureate degree schools, will be averaged and will become the total for this category.

Relative Ability to Pay. Weight – 4, possible points – 20. The adjusted effort factor method of computation will be used in determining a school district's relative ability to pay. (See page 56 of this part.) Districts having the least ability to pay will be given the highest rate. The state average adjusted effort factor is established--a figure less than one will indicate the local educational agency has made a less than average effort. A figure greater than one will indicate an effort greater

than the state average.

The following scale will be used to determine the point value of this factor for each school.

1.50 and above effort ..... 5 points
1.11-1.49 effort ..... 4 points
.90-1.10 effort ..... 3 points
.50- .89 effort ..... 2 points
.01- .49 effort ..... 1 point

4. Excess Cost. Weight – 1, possible points – 5. Local educational agencies that have evidence of costs which are high compared with other projects or programs within the educational system will be ranked higher on the rating scale. The excess cost factor in Montana is insignificant except in the case of salary differences in different educational agencies. Therefore, a weight of one has been assigned to this category and only salaries are used as a determining factor. The average annual teacher salary for the state, based on a nine-month year, is $8,725. This salary has been assigned a rate factor value of 1.

The following scale will be used to determine the point value of this factor for each school.

$1500 and above state average ..... 5 points
$1000-$1499 above state average ... 4 points
$999 above to $999 below
state average ..... 3 points
$1000-$1499 below state average ... 2 points
$1500 and below state average ..... 1 point

5. Economically Depressed Areas and Demonstration or Pilot Projects. An additional 20 points will be added to a local educational agency's total points if it qualifies for either or both of these categories. A local educational agency may not receive more than 20 points under this category.

a. Economically Depressed Areas. To assure that local educational agencies will not be denied opportunities to participate in vocational education programs due to inability to provide local matching funds, additional consideration will be given to those agencies which are in areas considered to be economically depressed un-

der the provisions of this plan.

b. Demonstration or Pilot Projects. Local educational agencies that submit projects which have special features considered to be demonstration or pilot in nature and which help to meet special needs of the overall state program may qualify under this category. A project will be considered demonstration or pilot if (1) it is a new approach in vocational education and indicates a potential to make a significant contribution to vocational education in Montana as determined by the Superintendent of Public Instruction, or (2) the Superintendent of Public Instruction officially requests the local educational agency to conduct the project.

The staff of the Vocational and Occupational Skills component will review each local application in terms of the rank it has on the state scales. The maximum possible point total will appear as follows.

	Weight		Maximum Rate		Total Points
a. Manpower Needs	4	x	5	=	20
b. Vocational Education Needs	7	x	5	=	35
c. Relative Ability to Pay	4	x	5	=	20
d. Excess Costs	1	x	5	=	5
e. Economically Depressed Areas and/or Demonstration or Pilot Projects					20
Total Possible Points					100

Each local educational agency will be ranked according to the above process and those with a point total near 100 will be given priority for highest funding. Those local educational agencies having a low point total will receive a lower priority of funding. Assigned funding percentages will be according to the following scale.

	High										Low
(1)	100	90	80	70	60	50	40	30	20	10	0
(2)		50	45	40	35	30	25	20	15	10	0

(1) Point rating assigned

(2) Percentage of funding

Example: A local educational agency with a project assigned point rating of 80, according to the weighted criteria system above, would receive 45 percent funding. Local applications which have an assigned point rating which falls between the percentage considerations as given on the above scale will receive percentage funding as applicable to the nearest point rating on the scale. Thus, a district receiving an assigned point rating of 55 would receive funding on a 35 percent basis. Local educational agencies having a point rating of 4 or below will receive no reimbursement. All point ratings above 85 will receive 50 percent funding. All percentage ratings for funding are applicable only to the degree that federal funds will be made available to the state. If adequate funds are not available for support at the above rate, all rates of support will be proportionately reduced for all categories. Ninety percent of the total funds available under Part B, except for construction and ancillary services, will be utilized to support the vocational education programs under this section. The remaining 10 percent will be held in reserve to provide for contingency items which may arise at a later date. If unused, the remaining 10 percent will be added to the total support allotment in accordance with the above formula.

C. In determining the relative priority for each application submitted by a local educational agency, a "scale of weights" will be assigned to each application. The weighting will be determined by criteria outlined in the following instrument.

State Scale of Weights Criteria for Determining
Allocation of Vocational Education Funds
to
Local Educational Agencies

School or Agency _____
Name of Project _____
Priority Rating _____

	Weight Applied by State	Points Applied High 5 4 3 2 1 Low	Total Points	Possible Points
Major Factor Considerations				
Manpower needs and job opportunities	4			20
Vocational education needs of population	7			35
Relative ability to pay	4			20
Excess costs	1			5
Additional Considerations				
Economically depressed areas and/or demonstration or pilot projects				20
Total				100

To illustrate actual changes in the funding procedures over past years, the following examples are presented indicating the percent of support under the procedures used for FY 1971 and the percent of support to be applied to each school under the procedures established and explained in 3.27, Part I, of this plan.

School A: FY 1971 support was 49.6% of the project budget. FY 1972 project budget support will be 35% under the new allocation procedure as this school earned a total of 60 points on the rating scale in 3.27 of this part of the plan.

School B: FY 1971 support was 49.6% of the project budget. FY 1972 project budget support will be 45% under the new allocation procedure as this school earned a total of 80 points on the rating scale in 3.27 of this part of the plan.

D. All local applications will be submitted to the Superintendent of Public Instruction whose staff will review each application and will give each application a priority rating according to the scale of weights criteria outlined above.

These recommended ratings will be submitted to the State Board for action.

E. The data to be used for establishing the criteria for determining priorities will be updated annually and will be taken from annual applications made by local educational agencies concerning the relative ability to pay formula pursuant to 3.26-3 of this State Plan, surveys made by local and state agencies regarding manpower needs and job opportunities, surveys of vocational education needs for the total population, reports of excessive costs factors, annual reports of local school districts, and other financial data compiled by the Office of the Superintendent of Public Instruction.

F. When the State Board determines that conditions exist which require special consideration, it may reimburse or fund a project at a rate which it deems the conditions to warrant.

4.0 Vocational Education Programs for the Disadvantaged

A. Funds appropriated under Section 102(b) of the act will be used *only* for vocational education programs for persons who have academic, socioeconomic or other handicaps that prevent them from succeeding in the regular vocational education program.

B. In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with federal funds under Section 102(b) of the act.

4.1 Required Allocation of Funds to Certain Areas

Allotments appropriated under Section 102(b) of the act will be allocated within the state to educational agencies offering vocational education programs for disadvantaged persons located in areas with a high concentration of youth unemployment and school dropouts, pursuant to 1.10D of Part I and Part II of the State Plan.

4.11 Regular Vocational Programs

Funds allocated may be used to pay that part of the cost of such supplementary special educational services to regular vocational education programs that enable the disadvantaged to benefit from a regular vocational education program.

4.12 Special Vocational Education Programs

Funds allocated may be used to pay that part of the total cost

of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged persons.

4.13 Areas of Non-Allocation

Funds allocated for vocational education for disadvantaged may not be used to provide food, lodging, medical and dental services and other services which may be necessary but are not directly related to the provisions of vocational education to such students. However, the State Board or local educational agency conducting such programs will encourage the provision of such services through arrangements with other agencies responsible for such services or will provide such services through residential vocational education school programs.

4.14 Local Application

The local educational agency may initiate a program proposal by submitting an application to the State Board. The application will include follow-up and evaluation procedures that insure proper expenditure of funds appropriated under Section 102(b) of the act. Applications as required by 3.0 of this part will be used.

4.2 Participation of Students in Nonprofit Private Schools

The State Board assures that there will be genuine and meaningful participation of disadvantaged students enrolled in nonprofit private schools in all vocational education programs for the disadvantaged. Such participation will be in accordance with the following requirements.

A. Programs and projects will be designed to include vocational education services which will meet the vocational education needs of disadvantaged students in nonprofit private schools to the extent consistent with the number of such students in the geographical area served by the program or project.

B. The number of disadvantaged students and the vocational education needs of such students will be determined, after consultation with persons knowledgeable of the needs of these students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board will indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.

C. Applications submitted by local agencies to the State Board will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education

services may be provided by public school personnel in other than public school facilities but only to meet the needs of those disadvantaged students designated in the application. The State Board or local public educational agency providing vocational services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.

D. Teachers or employees of nonprofit private schools may be paid salaries from federal funds if they are employed outside of their regular hours of duty and are performing vocational education services for disadvantaged students under the supervision and control of public school administration. Applications to the State Board will explain these arrangements.

E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program for disadvantaged students. This arrangement of equipment use will be set forth in the application to the State Board.

F. Applications for any disadvantaged program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

G. Each application will include information relative to supervision and evaluation arrangements for programs where disadvantaged students from nonprofit private schools are provided vocational services through the local educational agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

4.3 Noncommingling of Funds

The State Board will establish policies and procedures to assure that federal funds made available under Section 102(b) of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Section 102(b) of the act can be separately identified as such.

5.0 Vocational Education Research and Personnel Training

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with federal funds under Part C of the act. Such funds will be used for the following purposes.

A. Operating the Research, Planning, Development and Evaluation component in the Office of the Superintendent of Public Instruction.

B. Providing research or training grants to colleges, universities, local educational agencies and other public or nonprofit agencies or institutions.

C. Contracting with private agencies, organizations or institutions for research or training projects for experimental, developmental or pilot programs.

D. Contracting with private agencies, organizations or institutions for the design of programs to meet the special vocational education needs of youth, particularly disadvantaged youth in economically depressed communities.

E. Disseminating information about vocational education derived from projects funded under the provisions of this section of the State Plan, from other sources of research and from demonstration projects.

5.1 **Research, Planning, Development and Evaluation Component**

The Research, Planning, Development and Evaluation component of the Office of the Superintendent of Public Instruction will perform functions of a research coordinating unit. These functions will be assigned by the Assistant Superintendent who supervises this component. All proposals for the conduct of research or personnel training by this component will be submitted by the Director of Vocational and Occupational Skills to the Assistant Superintendent for review and action.

5.11 **Organizational Structure and Location Chart**

The location of the Research, Planning, Development and Evaluation component is shown within the organizational structure of the Office of the Superintendent of Public Instruction. (See 5.11 of Appendix I.)

5.12 **Staffing**

The staff of the component includes the following positions: Director, Evaluation Coordinator, Research Coordinator, Measurement Specialist, Statistician and Reporting Services Coordinator. A qualified staff member has been assigned to each position.

5.13 **Administration and Supervision of the Research, Planning, Development and Evaluation Component**

The responsibility for the administration and supervision of the component rests with the Assistant Superintendent. Vocational

education functions assigned to the component will be those deemed most important by the Superintendent of Public Instruction and the Assistant Superintendent in consultation with the Director of Vocational and Occupational Skills and other appropriate staff personnel.

5.14 Major Functions of the Research, Planning, Development and Evaluation Component

The component, upon assignment by the Assistant Superintendent, will be responsible for the following research functions in vocational education.

A. Encouraging vocational education research in the state.

B. Designing and coordinating research and training projects in vocational education.

C. Recommending to the Superintendent of Public Instruction projects requiring contracts and grants for research and training in vocational education and for experimental, developmental or pilot programs in vocational education.

D. Disseminating information resulting from research and training projects conducted by the component, from developmental or pilot programs conducted in the state and from research and demonstration projects in the field of vocational education.

5.15 Coordination with Other Governmental Research Agencies

The Research, Planning, Development and Evaluation component will establish cooperative working relationships with other governmental agencies involved in occupational educational research and training such as the Montana Employment Security Commission, the Montana University System and the Montana Manpower Planning Advisory Council.

5.2 Application Procedures

Applications for grants for projects eligible for funding under the provisions of Part C may be submitted to the Superintendent of Public Instruction at any time by any qualified individual or agency within the state. Grant applications will be reviewed as they are received. Priority for funding will be given those applications which meet criteria stated in Section 5.22 and which serve priority areas in research as established by the Director of Vocational and Occupational Skills.

When planning and conducting projects, applicants should involve to the maximum extent feasible the Office of the Superintendent of Public Instruction, institutions of higher learning, educational labora-

tories, research and development centers, libraries and other multimedia resource centers, private foundations, youth organizations, nonpublic schools, management, labor, professional associations, community action agencies, the Montana Employment Security Commission, the Montana Manpower Planning Advisory Council and other state and community groups.

The applicant must assume full responsibility for the conduct of an approved project or program. However, the applicant may subcontract for services. An applicant desiring to subcontract must describe the subcontract and include the proposed budget of the subcontract in the application. Amendments to increase budgets for subcontracts or to add subcontracts to the application must be approved in writing by the Director of Vocational and Occupational Skills.

5.21 Submittal of Applications

Three (3) copies of the application will be submitted to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills for transmittal with recommendations to the State Board. Applications will contain the following information.

A. Statement of the nature, need, purpose and objectives of the research and its relation and contribution to vocational education.

B. Description of previous research findings relative to the project.

C. Description of the design of the research, including the method to be used in analyzing data.

D. Description of the population or sample to be served or used.

E. Duration of the project and time schedule and sequence of project activities.

F. Names and qualifications of personnel.

G. Description of facilities.

H. Description of the methods for evaluating the project.

I. Use is to be made of the results of the research and methods for disseminating the results.

J. Detailed budget justifying the amount of funds requested and documenting that portion of the cost to be borne by the applicant.

5.22 Review of Applications.

Applications will be reviewed by the vocational education staff according to the following criteria.

A. Relevance to programs, services and activities in the annual plan and to priority areas in vocational education as specified in the long-range program plan.

B. Adequacy and competency of the personnel designated to conduct the program or project.

C. Adequacy of research facilities.

D. Reasonableness of budget request.

E. Potential for the proposed program or project being made a part of the regular vocational education program.

F. Potential for using the results of the proposed programs or projects in exemplary or regular vocational education programs.

In addition, the staff of the Research, Planning, Development and Evaluation component will review each application for adequacy of research design, instrumentation, data collection procedures and methods of analysis.

5.23 Action on Applications

The following policies and procedures will be observed by the Superintendent of Public Instruction and the State Board in processing and acting on applications.

A. After the vocational education staff has reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval.

B. If disapproved, the application will be returned to the applicant for correction or improvement. If the application is approved, the applicant will be so notified by letter.

C. Applications which need revision or clarification, as determined by the Superintendent of Public Instruction or by the State Board, will be returned to the applicant with written suggestions for improvement or will be reviewed in personal consultation with the applicant.

D. The applicant may revise and resubmit the application to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills.

E. The vocational education staff will review each revised application and submit it to the State Board with the recommendation that it be approved in whole or part, disapproved or rejected, or deferred because of lack of funds or need for further evaluation.

F. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

5.3 Notification to Commissioner

Within fifteen (15) days following approval by the State Board, the Superintendent of Public Instruction will forward a copy of the approved application to the U.S. Commissioner of Education.

6.0 Exemplary Programs and Projects

The State Board may make grants or contracts in complicance with the policies and procedures of the State Plan to pay all or part of the cost of (1) planning and developing exemplary program projects and (2) establishing, operating or evaluating exemplary programs or projects designed to carry out the purposes set forth in this part.

Exemplary programs will enable the grantee to explore, develop and demonstrate innovative concepts without inhibiting restrictions imposed by traditional programs for vocational education and will thereby encourage, stimulate, promote and implement creative and sensitive models for occupational systems of high quality designed to prepare individuals for their next role in life. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with federal funds under Part D of the act.

6.1 Application Procedures

6.11 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills for transmittal with recommendations to the State Board. Applications will contain the following information. (See 3.22 and 6.22 of this part and 6.11 of Appendix IV).

A. Statement of purposes of the proposed program and project.

B. General and specific objectives of the program or project with a plan for the achievement of the objectives.

C. Description of the nature of the project with docu-

mentation concerning its success in other environments and probable success in the area of the state or agency of the applicant.

D. Duration of program to include a starting date and a projected termination date.

E. Explanation of how the results of the project will be used for the improvement of vocational education for personnel of the local school and/or in the state.

F. Explanation that the grant award period will generally be for one (1) year but may be for two (2) or three (3) years and that a yearly review will be required on all applications approved for more than a one (1) year grant.

G. Detailed budget justifying the amount of funds requested and documenting that portion of the cost to be borne by the applicant.

H. Qualifications of the personnel who will be responsible for the proposed program or project, including a list of the staff positions necessary to carry out the program or project, salaries, percent of time each staff member will work on the program or project, a brief description of the responsibilities of each staff position and a description of the work experience and educational background required for each position.

6.12 Review of Applications

Applications will be reviewed by the vocational education staff according to the following criteria.

A. The proposed project will be designed to meet the vocational education needs of disadvantaged youth.

B. The proposed project will have an impact on reducing youth unemployment.

C. The proposed project will contribute to the solution of important vocational education problems.

D. The proposed project will promote cooperation between public education and manpower agencies.

E. The proposed project will be integrated into the presently existing vocational education program in a local and/or state school.

F. The proposed project will meet the priority areas in vocational education specified in the state and local

long-range program plans and annual plans.

G. Personnel designated to carry out the proposed project will be adequate in number and will be competent for the proposed positions.

H. The cost estimates will be reasonable for the project proposed.

I. The procedures to be used in achieving the objectives will be appropriate, adequate and efficient.

J. The facilities, equipment and materials will be adequate to allow the proposed project to attain the objectives set forth.

K. The proposed project will be reasonably and substantially exemplary.

L. The proposed project will make provisions for the meaningful participation of students in nonprofit private schools.

M. Effective policies and procedures will be provided for assuring that federal funds to be used for the proposed program will not be commingled with state or local funds.

N. The provisions made for evaluating the proposed project will be appropriate and adequate and will provide for a reasonable degree of objectivity.

O. The local provisions for providing information to the State Board about the proposed project will be appropriate and adequate.

P. The proposed project will reveal adequate planning and documentation by the local district, indicating the extent of involvement in project planning, implementation and appraisal of teachers, students, other school personnel and persons broadly representative of the vocational education resources of the public in the area to be served.

6.13 Action on Applications

The following policies and procedures will be observed by the Superintendent of Public Instruction and the State Board in processing and acting on applications for exemplary programs and projects.

A. After the vocational education staff has reviewed the application, the Superintendent of Public Instruction

will submit the application to the State Board with a recommendation for approval or disapproval.

B. If disapproved, the application will be returned to the applicant for correction or improvement. If the application is approved, the applicant will be so notified by letter.

C. Applications which need revision or clarification, as determined by the Superintendent of Public Instruction or by the State Board, will be returned to the applicant with written suggestions for improvement or will be reviewed in personal consultation with the applicant.

D. The applicant may revise and resubmit the application to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills.

E. The vocational education staff will review each revised application and submit it to the State Board with the recommendation that it be approved in whole or part, disapproved or rejected, or deferred because of lack of funds or need for further evaluation.

F. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

6.2 Program or Project Requirements

All exemplary programs or projects for which the State Board makes grants or contracts will meet the standards and requirements which are applicable to the activities affected by such programs, as set forth in the State Plan.

6.21 Coordination with Other Programs

The planning, development and operation of exemplary programs and projects will be coordinated with other programs and projects carried out under grants or contracts pursuant to this part and with other public and privately operated programs having the same or similar purpose.

6.22 Participation of Students in Nonprofit Private Schools

The State Board assures that there will be genuine and meaningful participation of nonprofit private school students in exemplary programs and projects under Part D supported with funds allotted under the act. Such participation will be in accordance with the following requirements.

A. Programs and projects will be designed to include vocational education services which will meet the vocational education needs of students in nonprofit private schools to the extent consistent with the number of such students in the geographic area served by the exemplary program or project.

B. The number of students attending nonprofit private schools and the vocational education needs of such students will be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board will indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.

C. Applications submitted by local agencies to the State Board will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the application. The State Board or local public educational agency providing vocational education services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.

D. Teachers or employees of nonprofit private schools may be paid salaries from federal monies if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Applications to the State Board will explain these arrangements.

E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.

F. Applications for any exemplary program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will

include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

G. Each application will include information relative to supervision and evaluation arrangements for programs where students from nonprofit private schools are provided vocational education services through the local educational agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

6.23 Noncommingling of Funds

The State Board will establish policies and procedures to assure that federal funds made available under Part D of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Part D of the act can be separately identified as such.

6.24 Notification to Commissioner

Within fifteen (15) days following approval by the State Board, the Superintendent of Public Instruction will forward a copy of the approved application to the U.S. Commissioner of Education.

7.0 Residential Vocational Education Schools

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions will apply to residential vocational education schools to be supported with federal funds under Part E of the act.

7.1 Procedures for Establishing Residential Facilities

7.11 State Operated

Since there are no residential vocational education schools in Montana and since the State Board does not anticipate the construction of such schools in the near future, no procedures for planning, construction and operation of state-operated residential facilities have been developed.

7.12 Locally Operated

In the event that the State Board decides to encourage the establishment of locally-operated residential vocational education schools in Montana, the approved applications from local educational agencies will comply with the requirements for planning, construction and operation set forth in 7.2 of this part.

7.12-1 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills for transmittal with recommendations to the State Board. Applications will outline curricula, number of students to be served, facilities to be used, methods of financing continuing programs and will project program information for at least five (5) years. Each application will be sufficiently detailed to allow satisfactory appraisal of its contribution in accordance with purposes of the act and the State Plan. Applications must include all information necessary to meet the requirements listed in 7.2 and 1.9 of this part.

7.12-2 Review of Application

Applications will be reviewed by the vocational education staff. The Superintendent of Public Instruction will make recommendations to the State Board and the State Board will determine if the size and location of the proposed facilities and the availability of existing facilities justify the establishment of a residential vocational education school in accordance with the standards set forth in 7.2. A review of architectural plans for contruction also will be made.

7.12-3 Action on Application

Following a review of each application, the State Board will render its decision and initiate appropriate action. Whether the proposal is approved, disapproved or deferred, the submitting agency will be notified of the State Board's action by letter or award of contract.

7.13 Priority Allocation of Funds to Certain Areas

Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentrations of youth unemployment, school dropouts, American Indians or other minority population groups.

7.2 Requirements

Special consideration will be given to those projects which will have a significant impact on meeting the needs of disadvantaged youth and on reducing youth unemployment and which are relevant to annual and long-range plans, indicate adequacy of facilities and reflect reasonable cost estimates. The federal share of the cost of planning, constructing

and operating residential vocational education facilities will not exceed 90 percent of the costs incurred in any fiscal year. Planning, construction and operation of residential school facilities will meet the following requirements.

7.21 Purpose of the Program

The residential vocational education school facilities will be operated and maintained for the purpose of conducting a residential vocational education school program, including room, board and other necessities, for youth who are at least age fourteen (14) but who have not attained age twenty-one (21) at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction. However, in no case may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

7.22 Nondiscrimination

Adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin or place of residence within the state of students needing education and training at a residential school. Residential facilities may not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities

Vocational education course offerings at residential schools will include fields for which available labor market analyses indicate a present or continuing need for trained manpower. The programs, services and activities offered will be appropriately designed to prepare enrollees for entry employment or advancement in such fields.

7.24 No Fees or Charges

No fees, tuition or other charges will be required of students who are enrolled in residential educational programs or who occupy the residential vocational education school facility.

7.3 Notification to Commissioner.

Within fifteen (15) days following approval by the State Board, the Superintendent of Public Instruction will forward a copy of the approved application to the U.S. Commissioner of Education.

8.0 Consumer and Homemaking Education

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with federal funds under Part F of the act.

8.1 Establishing and Operating Programs

8.11 State Operated

The State Board, upon recommendation of the Superintendent of Public Instruction, may implement, conduct and administer consumer and homemaking education programs. The State Board also will exercise administrative control over such programs and budgets within the public schools. The vocational education staff will provide the leadership necessary to assure that such programs are carried out according to the provisions of the act and the State Plan.

8.12 Locally Operated

Procedures for receiving, reviewing and acting upon local applications for operation of secondary programs (grades 9-12), post-secondary programs and adult programs will be carried out according to 3.2, 8.12-1 and 8.12-2 of this part of the State Plan.

8.12-1 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills for transmittal with recommendations to the State Board. Applications will contain the following information as well as the information outlined in 8.2 of this part. (See 8.12-1 of Appendix IV.)

A. Justification relating to economically depressed and high unemployment areas.

B. Evidence that consumer education is to be an integral and significant part of the proposed programs.

C. Information on professional leadership plans of vocational education instructional personnel.

D. Evidence that the proposed curricula will include a variety of learning experiences in *all major phases* of consumer and homemaking education for youth and adults preparing for the dual role of homemaker and wage earner.

E. A two-year sequence of home economics education in grades 9 through 12.

F. Evidence that adult programs offered are

broad enough in concept to include more than one curriculum specialization in consumer and homemaking education.

G. Information concerning any unusual local sociocultural need considered significant by the local educational agency.

H. A budget for the total secondary, post-secondary and/or adult programs proposed.

I. Description of the facilities to be used.

J. Number, competency and adequacy of the staff.

K. Administration and supervision to be provided.

L. Plans for local evaluation of programs.

8.12-2 Review of Applications

Applications will be reviewed by the vocational education staff according to the following criteria.

A. The curriculum will include a significant degree of consumer education in every phase of the homemaking program.

B. The program will encourage greater consideration of the social and cultural conditions and needs of youth and adults, especially of those persons living in economically depressed areas.

C. The purpose of the curriculum will be to prepare youth and adults for the dual role of homemaker and wage earner. The curriculum will emphasize human relationships applied to both family and employment situations; principles of management, including decision making, goals, values, standards and the nature and use of resources; budgeting and consumer economics; physical well-being through proper nutrition; adequate housing, sanitation and safety; personal qualities related to employability; child care and guidance; and clothing the family adequately and economically.

D. The program will include the two-year sequence (not necessarily a calendar sequence)

of home economics education in grades 9 through 12. The 9th grade is a one-year basic comprehensive program. The advanced comprehensive program may be divided into Home Economics II and III or offered as semester special interest in-depth courses.

E. The program will be relevant to annual and five-year plans.

F. The facilities are appropriate and adequate for the proposed program.

G. The cost estimates are reasonable according to the program proposed and the financing formula as determined by the State Board.

H. The instructional and supervisory staff will be adequate for the program.

I. The plans for local evaluation of the program are adequate.

8.12-3 Action on Applications

After the vocational education staff has reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

8.13 Required Allocation of Funds to Certain Areas

At least one-third of the federal funds allotted to the state under Part F of the Act will be used for consumer and homemaking education programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Program

Consumer and homemaking education programs approved by the State Board will conform to the criteria outlined in 8.12-1 and 8.12-2 of this part and will meet the following requirements.

A. The program will encourage greater consideration of the social and cultural conditions and needs of the students, especially of those students living in economically depressed areas.

B. The program will be designed for youth and adults who have

cntered or are preparing to enter the work of the home.

C. The program will encourage preparation for professional leadership in home economics and consumer education.

D. The program will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.

E. The program will include consumer education as an integral part thereof.

8.3 Ancillary Services and Activities

In addition to the general provisions in the State Plan with regard to state administration, pursuant to program evaluation and teacher training, the State Board will provide for other ancillary services and activities necessary to assure quality in all consumer and homemaking education programs. These may include, but are not limited to, curriculum development, development of instructional materials, research, special demonstration and experimental programs and program evaluation. Provision will be made to provide appropriate equipment for support of approved activities.

8.31 Staff

A. The professional staff for the administration and supervision of consumer and homemaking education in the Office of the Superintendent of Public Instruction is composed of a supervisor and an assistant supervisor. The staff is responsible for the administration and supervision of the total state vocational home economics education program which includes consumer and homemaking programs under Part F of the act and wage-earning programs related to home economics under Part B of the act.

B. The staff arranges for local evaluation of programs, makes periodic program visitations and directs youth group activities.

C. Teacher educators in home economics offer approved preservice and inservice programs for vocational education teachers under state agreement with teacher training institutions, make follow-up visits of first-year teachers, supervise student teachers and participate actively in special inservice programs.

8.32 Graduate Assistantships

Graduate assistantships may be offered by the State Board for study in home economics education or a related field on an annual basis through appropriate units of the Montana University System.

8.33 Curriculum Program and Development of Instructional Materials

Ancillary services also consist of direction and arrangement for curriculum development, research, special demonstration and experimental programs and development of instructional materials.

8.34 Inservice Education

Inservice education to improve the quality of programs may be provided through, but are not limited to, the following.

A. District or area inservice meetings.

B. Supervising teachers' conferences.

C. Annual vocational education conference and workshops.

D. Annual state and national youth conferences.

E. Work experience for teachers of wage-earning home economics courses.

F. Summer school courses and institutes offered by an accredited college or university to help teachers improve their instruction, meet certification standards and obtain advanced degrees and to provide teachers with opportunities for general enrichment.

9.0 Cooperative Vocational Education Programs

For the purposes of this part the term "cooperative occupation program" means an occupational training program carried on through a cooperative arrangement between schools and employers. Persons enrolled in this type of program will receive vocational training by combining academic and related institutional work in school with on-the-job experience as an employee in an occupational field. Such experiences will be supervised by a qualified cooperative vocational education coordinator and/or school personnel and the employer to insure successive learning steps that contribute to the student's education and his employability. A time schedule for on-the-job and school experiences will be flexible to insure maximum student progress. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with federal funds under Part G of the act. (See 9.0 of Appendix IV.)

9.1 Procedures for Approval of Cooperative Vocational Education Programs

9.11 Submittal of Applications

Three (3) copies of the project application will be submitted to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills for transmittal with recommendations to the State Board. Applications will contain the following information.

A. Statement of purpose of the proposed program or project.

B. Statement of local needs based on a survey of the community.

C. Description of how the program or project will meet the local community needs.

D. Assurance that the occupational on-the-job training will meet U.S. Fair Labor Standards Act and/or the Montana Wage, Hour and Labor laws.

E. Age of the prospective students to insure compliance with existing state and federal laws.

F. Selection standards to be used in qualifying students who may participate in such programs, including the teacher-coordinator's role in selection.

G. Length of training period.

H. Detailed outline of student liability and industrial insurance protection responsibilities.

I. An outline of procedures for preparation of individual student training plans. Written policies must govern each student's on-the-job training and include the content of related classroom instructions.

J. A student training agreement which defines the responsibilities of the student, school, parent and employer and which will be signed by all parties concerned.

K. An extended contract to allow the teacher-coordinator a minimum of ten (10) full working days when school is not in session to help the students find employment.

L. Description of the role of the employer in student supervision, stated as part of the program for each student.

M. Description of the role of the teacher-coordinator in on-the-job and classroom supervision.

N. Provision of time when the teacher-coordinator can

consult with the on-the-job instructor to provide a more significant learning experience for the student. The time provided must be scheduled so that the teacher-coordinator can consult with the on-the-job instructor when such consultation is most needed.

O. Definition of administrative responsibilities and procedures among personnel.

P. Statement of policies and procedures in financing which reflect the intent of the local educational agency and the employer to provide adequate financing of the total training program.

Q. Description of staff qualifications and responsibilities.

R. Assurance that the teacher-coordinator will attend all state professional meetings.

S. Statement of the membership of the advisory committee. Advisory committees must be composed of persons from the community who have a working knowledge of the program or project area.

9.12 Review of Applications

Applications will be reviewed by the vocational education staff according to the following criteria.

A. The program will serve unemployed or other disadvantaged youth whose vocational training needs are not met in regular programs.

B. Cooperation is indicated between educational personnel and employers capable of training and placing students for gainful employment.

C. The program is relevant to the annual and long-range plans of the state cooperative vocational education program.

D. The staff is competent and the facilities adequate for the conduct of the program.

E. The budget is specific and reasonable.

F. Projected outcomes of the program are specified and compatible with the objectives of the state cooperative vocational education program.

G. The use of the advisory committee is effective.

H. The proposed program relates to overall community or

area needs and supplements the local effort in solving vocational education problems.

9.13 Action on Applications

After the vocational education staff has reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

9.2 Requirements of Cooperative Vocational Education Programs

All programs funded for purposes of this part will include the following requirements.

9.21 Purpose

The program will be compatible with the definition of cooperative vocational education stated in 9.0 of this part and will be administered by the local educational agency. The local educational agency will work with public or private employers to provide on-the-job training opportunities that otherwise may not be available to persons who can benefit from such a program.

9.22 On-the-Job Training Standards

Each program will provide on-the-job training under the following conditions.

A. The training is related to career opportunities susceptible to permanent employment, promotion and advancement.

B. The training does not displace other workers who perform such work.

C. The training employs student-learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain.

D. The training is conducted in accordance with written training agreements between local agencies and employers, copies of which will be submitted to the state for filing with the local applications.

9.23 Identification of Jobs

All applications will identify the procedures used to determine available jobs and their suitability for training purposes. The application must indicate what procedures have been established for cooperation with other agencies and groups in identifying and obtaining suitable jobs for persons who enroll in a cooperative occupational program.

9.24 Additional Cost to Employers

Funds to employers will be for actual service and must be held to a minimum. Added employer costs will not include the cost of construction of facilities, purchase of equipment and other capital costs which would inure to the benefit of the employer. The local educational agency will be responsible for determining added employer costs and will present a written analysis and recommendations concerning such costs to the State Board when they are deemed necessary. Employer costs may be determined necessary under the following conditions.

A. It is apparent that without such reimbursement, employers with meaningful work stations would not be able to provide quality on-the-job training.

B. Such added employer costs are set forth in the training agreement between the local agency and the employer, indicating special cost factors applied, the amount of funds to be paid and the duration of the reimbursement.

C. The local agency has determined necessary costs of instructional materials and costs of justified upgrading of the quality of instruction not normal to the employer's operation.

9.25 Costs to Students

Students may be reimbursed for unusual costs resulting from participation in a cooperative vocational education program. Payments may be made only for those costs which are inherent in such programs and those which full-time students are usually not expected to finance personally. Payment may be made for costs which:

A. Are reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as special tools, equipment and clothing, transportation and safety and other devices.

B. Do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

Payment will be made to a student only when a statement signed by his employer and the cooperative education supervisor indicates that the costs is justified according to the foregoing regulations.

9.26 **Participation of Students from Nonprofit Private Schools**

The State Board assures that there will be genuine and meaningful participation of nonprofit private school students in cooperative education programs. Such participation will be in accordance with the following requirements.

A. Programs and projects will be designed to include vocational education services which will meet the vocational education needs of students in nonprofit private schools to the extent consistent with the number of such students in the geographic area served by the cooperative education program or project.

B. The number of students attending nonprofit private schools and the vocational education needs of such students will be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board will indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.

C. Applications submitted by local agencies to the State Board will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the application. The State Board or local public educational agency providing vocational education services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.

D. Teachers or employees of nonprofit private schools may be paid salaries from federal monies if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Applications to the State Board will explain these arrangements.

E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.

F. Applications for any cooperative education program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

G. Each application will include information relative to supervision and evaluation arrangements for programs where students from nonprofit private schools are provided vocational education services through the local educational agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

9.27 Noncommingling of Funds

The State Board will establish policies and procedures to assure that federal funds made available under Part G of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Part G of the act can be separately identified as such.

9.28 Evaluation and Follow-up Procedures

Continuous evaluation and extended follow-up is the joint responsibility of the cooperative education coordinator and the employer. A planned follow-up of job success and employment advancements will be included as part of the evaluation. Plans will include provisions for at least a five-year follow-up study.

9.3 Ancillary Services and Activities

The Superintendent of Public Instruction may encourage the expansion of services to include, but not to be limited to, the following.

A. Cooperative agreements with teacher training institutions for training coordinators.

B. Development of curriculum materials.

C. Development of teacher-employer workshops.

D. Provision of job placement for trainees.

E. Provision of guidance and counseling for cooperative education students.

F. Review of training plans to assure adequate local administration and supervision.

10.0 Work-Study Programs for Vocational Education Students

Funds allotted to the state for the purpose of Part H of the act will be used for work-study programs for vocational education students and for the development and administration of that part of the State Plan applicable to such programs. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work-study programs for vocational education students.

10.1 Procedures for Approval of Work-Study Programs

10.11 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction through the Director of Vocational and Occupational Skills for transmittal with recommendations to the State Board. Applications will contain information concerning the nature, duration, purpose, justification and financial arrangements of the programs and the qualifications of the staff. (See 10.0 of Appendix IV.)

10.12 Review of Applications

Applications will be reviewed by the vocational education staff. Preference will be given to applications submitted by local educational agencies located in a model cities area and/or serving communities with high concentrations of youth unemployment and school dropouts. Applications will be reviewed on the basis of the following criteria: relevance to the annual and long-range plans for solving unemployment and dropout problems, adequacy and competence of staff, reasonableness of the cost estimates, expected meaningful outcomes of project goals and adequacy of financial arrangements pursuant to 2.0 of this State Plan.

10.13 Action on Applications

After the vocational education staff has reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter

will include the approved budget and the conditions of the contract or grant.

10.2 **Requirements of a Work-Study Program**

Except as provided in 10.3 below, funds allocated to the state under Part H of the act will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements.

10.21 **Administration**

A. Local Educational Agency

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youth in the area served by such agency who are able to meet the requirements in 10.22 of this section.

B. State Board

The State Board, upon recommendations from the Superintendent of Public Instruction, will determine if the standards and regulations pertaining to the administration of the work-study programs being conducted by local educational agencies are being met and followed. Periodic reviews of programs will be made.

10.22 **Eligible Students**

Employment under the work-study program will be furnished only to a student who (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen (15) years of age and less than twenty-one (21) years of age on the date of the commencement of employment and is capable, in the opinion of appropriate school authorities, of maintaining a good standing in his school program while employed under the work-study program.

10.23 **Limitation on Hours and Compensation**

A. Regular School Year

No student will be employed during an academic year or its equivalent for more than fifteen (15) hours in any week during which classes in which he is enrolled are in session. The compensation for such employment

will not exceed forty-five dollars ($45) per month or three hundred fifty dollars ($350) per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed sixty dollars ($60) in any month of five hundred dollars ($500) per academic year or its equivalent. An academic year will be defined as a period of nine (9) months (exclusive of the summer term) interrupted by the equivalent of one (1) month vacation.

B. Summer Semester

A student attending a class on a full-time basis in the summer school term will be limited to fifteen (15) hours of employment per week and the monthly compensation of forty-five dollars ($45) or sixty dollars ($60) as described in paragraph (A). If the student is not attending classes during summer, there is no limitation upon the number of hours of employment and the amount of compensation which he may earn during the summer. The total of his summer earnings will not be limited by, or have the effect of limiting, the compensation paid to him for the academic year pursuant to paragraph (A).

10.24 Employment for Public Agency or Institution

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (federal, state, local) pursuant to a written arrangement between the local educational agency and such other agency or institution. Work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment exists under arrangement between the local educational agency and the federal agency or institution, the written arrangement will state that students so employed are not federal employees for any purpose.

10.25 Maintenance of Effort

In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three (3) fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration

The amount of federal funds used to pay the cost of developing those provisions in the State Plan applicable to work-study programs and the cost of administering such provisions will not exceed one (1) percent of the state's allotment under Part H of the act for vocational work-study programs or ten thousand dollars ($10,000), whichever is greater.

PART II

ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

Analysis of Manpower Needs and Job Opportunities in the State

1.1 Table 1 summarizes the state's projected labor demand and supply for fiscal years 1973 and 1977.

Table 1

Employment Opportunities Related to Vocational Education Programs
Labor Demand and Supply Summary 1/

State of Montana — Fiscal Year Ending June 30, 1973

OE Code 2/	Instructional Program	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Supply: Vocational Education Output 4/		Projected Labor Supply: Other Sectors Output 5/	
			1973	1977	1973	1977	1973	1977
	Total	145,627	8,801	9,166	6,946	7,516	738	908
01 Ag.	01.0000	31,600	1,614	1,700	1,268	1,395	15	15
04 D.E.	04.0000	19,522	838	857	662	702	128	167
07 Health	07.0000	7,204	844	885	667	726	175	200
09 Home Ec	09.0000	19,198	1,162	1,181	918	968	-0-	-0-
14 Business	14.0000	31,578	2,532	2,582	2,000	2,117	200	250
16 Tech.	16.0000	14,037	469	474	371	389	25	61
17 T & I	17.0000	22,488	1,342	1,487	1,060	1,219	195	215

1/ Data from the Montana Employment Security Commission and other appropriate sources.
2/ Listed in numerical order by broad occupational category (2-digit code).
3/ Includes only total expansion and replacement needs.
4/ Number trained through vocational education programs available for work to meet labor expansion and replacement needs.
5/ Number trained from all other sources available for work to meet labor expansion and replacement needs.

Sources of Data

The following sources of data were used to provide an analysis of the state's manpower needs, job opportunities and the development of an annual and long-range vocational education plan.

A. Montana Employment Security Commission Statistics

B. State Department of Planning and Economic Development, *Montana Data Book*

C. State Department of Social and Rehabilitation Services Statistics

D. Office of the Superintendent of Public Instruction Statistics

E. Bureau of Indian Affairs Statistics

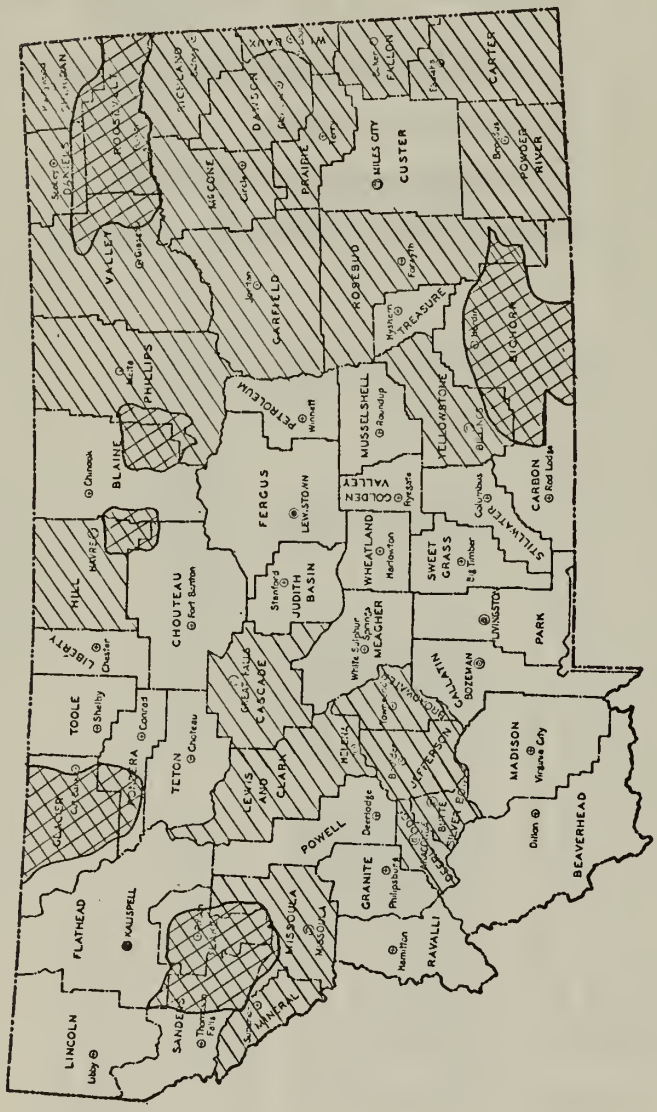
F. U.S. Census Bureau, *1970 Census of Population*

G. Montana Manpower Planning Advisory Council Statistics

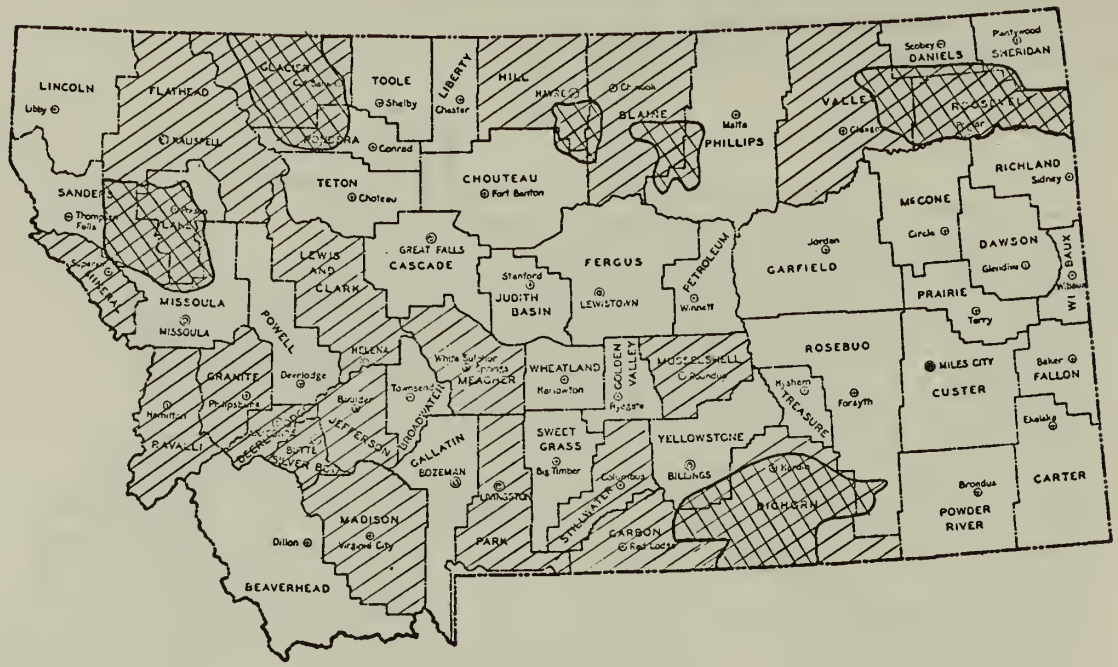
2.0 Analysis of Availability of Vocational Education.

2.1 Specific Areas.

A. Designated economically depressed areas.



MONTANA.

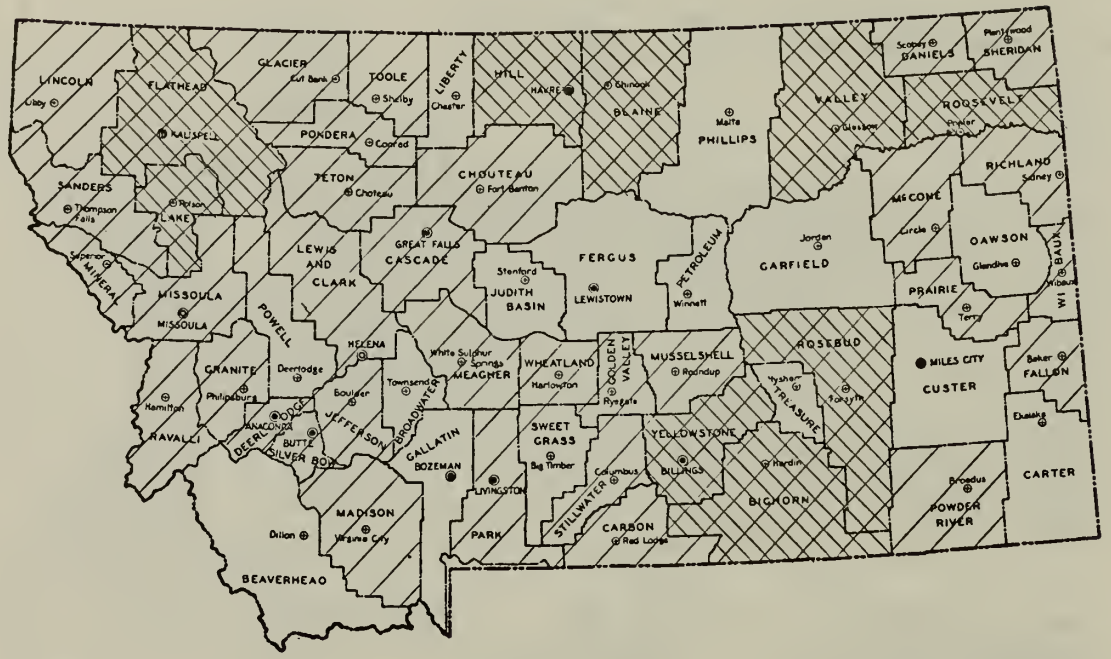


KEY: Areas of high concentration of unemployment among the Indian population.

Areas of high concentration of general unemployment.

C. Areas with high rate of unemployment of youth.

MONTANA.



KEY: Counties with high concentration of youth unemployment.

Counties with Indian reservations having high youth unemployment rate.

D. Areas with highest numbers of school dropouts.

MONTANA.

E. Areas of greatest population density.

3.0 Analysis of State's Population Relating to Vocational Education Needs

3.1 Table 2 provides data regarding Montana's population which is relevant to determining the current and projected vocational education needs of persons to be served by all levels and types of programs, services and activities.

Table 2

Statistics on Population to be Served

Population Factor or Characteristics	Latest Available Data	1973 (Estimated)	1977 (Projected)
1. General Population			
Total Population	694,409	736,911	797,654
Male	347,005	367,825	382,538
Female	347,404	369,086	415,116
Negro	1,995	2,115	2,274
Spanish American	749	794	854
Indian	27,130	28,758	30,928
Oriental	1,492	1,581	1,701
Other	663,043	703,663	761,897
Urban	370,676	416,415	478,440
Rural	323,733	320,496	319,214
2. Population, Age 16-21, inclusive			
Total Population, Age 16-21	77,148	81,797	88,540
Male	38,401	40,653	44,004
Female	38,747	41,326	44,536
Negro	676	715	769
Spanish American	347	367	395
Indian	3,299	3,479	3,742
Oriental	373	395	425
Other	72,453	76,841	83,209
3. Special Needs Population			
Total Special Needs Population	78,826	75,446	74,581
Disadvantaged	49,742	46,278	45,051
Handicapped	29,084	29,168	29,530

Table 2--contd.

Population Factor or Characteristics	Latest Available Data	1973 (Estimated)	1977 (Projected)
4. Secondary School Enrollment			
Total Secondary School Enrollment	48,969	52,321	56,633
Male	24,338	26,003	28,146
Female	24,631	26,318	28,487
Negro	102	267	288
Spanish American	187	198	213
Indian	2,500	2,646	2,845
Oriental	301	317	342
Other	45,719	48,893	52,945
5. Post-Secondary School Enrollment			
Total Post-Secondary School Enrollment	29,347	30,814	40,674
Male	16,728	17,564	23,184
Female	12,619	13,250	17,490
Negro	293	308	407
Spanish American	587	619	809
Indian	1,761	1,849	2,443
Oriental	206	213	286
Other	26,500	27,825	36,729

3.2 The data for Table 2 was obtained from the Montana Department of Planning and Economic Development, *Montana Data Book.*

4.0 Annual and Long-Range Planning and Budgeting

4.1 Table 3 provides for the development of a state's annual and long-range program and budgeting plan.

The philosophy of vocational education in Montana is based upon the following precepts:

A. The vocational education program in Montana will serve people. Service will be provided to the general population, the disadvantaged and the handicapped through programs at the elementary school, secondary school, post-secondary school and adult levels.

B. The vocational education program in Montana will prepare people to use present and predicted employment opportunities.

C. The quality of instruction in the vocational education program in Montana will be subject to systematic evaluation as a means for continuing program improvement.

D. The vocational education program in Montana will be based upon an effective and efficient use of human and material resources.

These precepts have been used in establishing the goals for vocational education in Montana.

LEVEL: Elementary

POPULATION SERVED: General

GOAL: By 1977, a program in occupational awareness will be developed and implemented to serve 8,500 students annually at the elementary level. (Elementary student population grades 1-6 is approximately 85,000.)

OBJECTIVE: By June 30, 1973, occupational awareness programs will be developed and implemented to serve 3,000 students at the elementary level.

OUTCOMES		
1972	1973	1977
1,500	3,000	8,500

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code*	
A. The Career Education Coordinator will:				
1. Conduct a statewide conference in career education to promote an awareness of the career education concept for representatives of business, industry, labor and education.	$6,000		C	The general public will be informed as to what concepts go into the term career education.
2. Initiate the development of a guide for implementation of a career education program.	$5,000		C	The guide will be of benefit to local school districts desiring to initiate career education programs.
B. The Career Education Coordinator working with the other Vocational Education Supervisors will coordinate the following activities:				
1. The Agriculture Education Supervisor will provide awareness and career exploration information on agriculture, conservation, natural resources and environmental management for stu-	$1,200		B-9	

*Budget codes used throughout table 3 are identified in table 6 on page 159

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
dents in schools with career education programs.				
a. Gather and disseminate materials from other agencies.				Information will be available for use with elementary students concerning careers in agriculture and related areas.
b. Provide a list of the location of agriculture teachers to be used as resource persons.				
c. Disseminate a description of the Fort Benton program where secondary agriculture students are working with elementary groups.				
2. The Business Education Supervisor will provide assistance to all emerging career education programs in the state.	$1,000		B-9	Information will be made available for use with elementary students concerning careers in business and office occupations.
a. Gather and disseminate material on business and office occupations.				
b. Provide a list of vocational business and office teachers to use as resource people.				
3. 250 students in grades four, five or six in five elementary schools will have curriculum enrichment with consumer and homemaking lessons.		$1,800	B-9	A pilot program will be conducted in consumer and homemaking education which will expand to other grades and include more schools.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
a. Provide resources such as suggested activities and sample lessons through home economics newsletters and the FHA program of work. b. Publicize what's being done through home economics newsletters and *Talk of the State.*				
4. The Health Occupation Education Supervisor will have developed a file of resource material adaptable to career education which will be made available to local education agencies upon request.	$1,100		B-9	Materials will be made available for use with elementary students concerning careers related to health occupations.
a. Gather relevant curricula material and resource material on health occupations for elementary students.				
b. Design a chart showing activities relating to health occupations at various grade levels, which could be integrated into a career education program.				
c. Provide a list of health occupation education resource people in the state.				
d. Provide a list and				

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
other pertinent data on all existing health occupation programs in the state. e. Provide a resource list of out-of-state schools conducting career education programs which have adaptable health occupation curricula.				
5. The Distributive Education Supervisor will provide information about marketing and distribution to schools offering occupational awareness programs. a. Act as a consultant to provide sources of occupational information and materials. b. Develop a list of the D.E. programs and the teacher-coordinators which may be used as resource persons. c. Provide information to teacher-educators on elementary level occupational awareness programs.	$1,000		B-9	Materials will be available for use with elementary students related to careers in marketing and distribution.
6. The Trade and Industrial Education Supervisor will pro-	$ 600		B-9	Information for use with elementary students concerning careers in the areas

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
vide assistance in developing the concept of career education. a. Provide information for career education as it relates to the trades and industry.				of the trades will be provided.
7. The Technical Education Supervisor will provide assistance in developing the concept of career education. a. Provide information for career education as it relates to technical occupations.	$600		B-9	Information for use with elementary students concerning careers in technical occupations will be provided.

LEVEL: Elementary

POPULATION SERVED: Disadvantaged

GOAL: By 1977, 1,550 disadvantaged students at the elementary level will annually have the opportunity to succeed in a program of occupational awareness.

OBJECTIVE: By June 30, 1973, 300 disadvantaged elementary-level students will receive special help designed to enable them to succeed in occupational awareness programs in which they are enrolled.

OUTCOMES		
1972	1973	1977
150	300	1,550

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The following activities will be conducted by the Special Needs Supervisor. 1. Identify students qualifying for special help. 2. Document characteristics of students needing help. 3. Approve projects meeting special needs of disadvantaged students. 4. Determine the completion rate of disadvantaged students provided special help, and evaluate the program.	$250	$300	B-9	Students with special needs in the occupational awareness program will receive the assistance they need to succeed.

LEVEL: Elementary

POPULATION SERVED: Handicapped

GOAL: By 1977, 300 handicapped students at the elementary level will annually have the opportunity to succeed in a program of occupational awareness.

OBJECTIVE: By June 30, 1973, 50 handicapped elementary level students will receive special help designed to enable them to succeed in occupational awareness programs in which they are enrolled.

OUTCOMES		
1972	1973	1977
-0-	50	300

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The following activities will be conducted by the Special Needs Supervisor. 1. Identify students qualifying for help. 2. Document characteristics of students needing help. 3. Approve projects meeting special needs of handicapped students. 4. Determine completion rate of handicapped students provided special help.	$400	$100	B-9	Students with special needs in the occupational awareness program will receive the assistance they need to succeed.

LEVEL: Secondary

POPULATION SERVED: General

GOAL: By 1977, vocational education programs will annually meet the needs of 35,000 secondary level students.

GOAL: By June 30, 1973, vocational education programs will meet the needs of 23,945 secondary level students. (The 1973 goal will be achieved through the accomplishment of the following program objectives and activities.)

OUTCOMES		
1972	1973	1977
21,000	23,945	35,000

Agriculture Education

OBJECTIVE: By June 30, 1973, 3,000 students will have been served by programs in agriculture education at 60 secondary high schools in the state.

OUTCOMES		
1972	1973	1977
2,854	3,000	3,200

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Agriculture Education Supervisor will pilot test an agriculture education program evaluation design in at least 15 secondary schools.	$ 450		B-9	Programs will be better evaluated.
B. The Agriculture Education Supervisor will provide increased leadership and citizenship development for 2,400 students through the FFA program. 1. Act as state Advisor of the FFA. 2. Conduct district FFA Leadership Training Schools. 3. Conduct state FFA Leadership Conference. 4. Prepare state FFA paper, have published and disseminated.	$2,000	$4,000	B-9	Develop agriculture student's leadership and citizenship qualities.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
5. Participate in National FFA convention and arrange for competitive team event participation.				
C. Eighty agriculture education teachers will participate in at least one inservice workshop or seminar organized or conducted by the Agriculture Education Supervisor.	$ 350	$300	B-9	Improve teacher competencies.
1. Develop long-range plans for summer school inservice training with emphasis in the area of agricultural mechanics.				
2. Conduct eight workshops.				
3. Determine future workshop priorities based on survey of participants.				
D. Until completion of project on August 7, 1973, the Agriculture Education Supervisor, in cooperation with the Guidance Supervisor, will act as consultants from the Office of the Superintendent of Public Instruction to the Career Education in Agriculture Research project in the Great Falls school system and 5 participating schools--Belt, Fairfield, Simms, Fort Benton and Cascade.	$36,439	$6,000	C	Students will receive occupational information on the employment needs of agriculture.

ACTIVITIES (During this budget year	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
1. Meet with advisory committee. 2. Meet with agriculture teachers and counselors. 3. Interpret survey findings. 4. Prepare reports for USOE. 5. Act as liaison with the Montana State University staff and the director of Vocational Education. 6. Meet periodically with research staff.				
E. Continue funding 60 existing programs.	$60,372	$715,142	B-1	Students may enroll in vocational agriculture programs.

Office Education

OBJECTIVE: By June 30, 1972, 3,890 students will have been served by office education programs.

OUTCOMES		
1972	1973	1977
3,300	3,890	6,000

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Six simulation programs to benefit 90 vocational and business office students will be in operation. 1. Provide resource materials. 2. Conduct six inservice workshops.	$ 7,516	$81,964	B-1	Practical application of business and office skills.
B. The Business Education Supervisor will carry out the responsibilities	$ 2,000	$ 250	B-9	

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
as state advisor to all OEA clubs serving 350 students. 1. Conduct a sponsors' meeting early in the fall. 2. Conduct Delegate Assembly for the purpose of electing state officers. 3. Conduct a state officers' leadership conference. 4. Plan and arrange for a state leadership conference. 5. Act as a liaison between local organization and the national OEA office. 6. Work with businessmen to create an awareness of OEA and to provide financial assistance. 7. Operate the financial affairs and encourage organization of new chapters.				Develop office education students' leadership and citizenship qualities.
C. Continue funding 55 existing programs.	$49,174	$549,309	B-1	Students may enroll in office education programs.
D. Establish ten new programs.	$10,390	$ 15,847	B-1	Office education offerings will be expanded

Distributive Education

OBJECTIVE: By June 30, 1973, 812 students will have been served by distributive education programs in twenty (20) high schools in the state.

OUTCOMES		
1972	1973	1977
767	812	855

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Distributive Education Supervisor in cooperation with the D.E. teacher education program at Montana State University will develop a statewide uniform two-year secondary curriculum for distributive education. 1. An institute funded by this office involving 20-25 experienced D.E. coordinators would be held during the 1973 summer session at Montana State University. 2. Curriculum guides from other states would be collected by the teacher-educators at Montana State University. 3. Secure proposal approval for guide development.	$8,000		B-9	Students will be served by a uniform curriculum.
B. The state DECA Advisor will provide leadership development through DECA activities to 700 students. 1. Act as state DECA Advisor. 2. Conduct officers' and Board of Governors' Election. 3. Conduct regional, state and national	$2,000	$900	B-9	Develop distributive education students' leadership and citizenship qualities.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
DECA meetings. 4. Assist in upgrading existing DECA chapters and promote the establishment of new chapters.				
C. Continue funding 14 existing programs.	$13,416	$192,814	B-1	Students may enroll in distributive education programs.

Consumer and Homemaking Program

OBJECTIVE: By June 30, 1973, 8,500 secondary level students (including 700 boys) in 93 schools will have been served in some type of a consumer and homemaking program.

OUTCOMES		
1972	1973	1977
7,000	8,500	10,860

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. 300 high school students in consumer and homemaking will participate in individualized instruction programs in four high schools. 1. On-site visits will be made. 2. Disseminate description of programs. 3. Conduct inservice workshops.	$ 1,000	$30,000	F	Students will progress at their own rate in consumer and homemaking programs.
B. Home Economics Supervisors will assemble and circulate curricula materials for all home economics teachers of 7th and 8th grade students. 1. Assemble, print and distribute resource	$ 1,000		B-9	Improve development of home economics programs in 7th and 8th grades.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
materials.				
2. Assemble a bibliography of resource materials for teacher use in developing a scope and sequence for 7th and 8th grade students.				
C. Continue funding 89 existing programs.	$74,377	$594,953	F	Students may enroll in consumer and homemaking programs.
D. Establish four new programs.	$11,666	$ 24,790	F	Program offerings will be expanded.

Wage-Earning Home Economics

OBJECTIVE: By June 30, 1973, 300 secondary level students will have been served in home economics programs.

OUTCOMES		
1972	1973	1977
125	300	1,000

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. The Home Economics Supervisors will assemble and circulate resource materials pertaining to HERO and wage-earning classes to all high school home economics teachers in Montana.	$1,000		B-9	Improve HERO and wage earning programs.
B. By June 30, 1973, Home Economics Supervisors will provide leadership and citizenship development through 85 chapters of Future Homemakers of America for the 2,400 students involved.	$2,000	$1,300	B-9	Develop home economics students' leadership and citizenship abilities.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
1. One supervisor will act as state FHA Advisor. 2. Attend national meeting with local advisors and state officers. 3. Conduct FHA executive council meetings. 4. Print and disseminate state FHA program of work developed by state officers. 5. Coordinate state FHA meeting. 6. Prepare, publish and disseminate FHA newsletter.				
C. Continue funding eleven existing programs.	$12,114	$ 21,636	B-1	Students may enroll in home economics program.
D. Establish eleven new programs.	$12,114	$ 21,636	B-1	Program offerings will be expanded.

Health Occupation

OBJECTIVE: By June 30, 1973, the Health Occupation Education Supervisor will assist in the development of Health occupation programs to serve 100 students.

OUTCOMES		
1972	1973	1977
-0-	100	200

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Establish three full-time programs serving 45 students.	$1,786	$34,418	B-1	Students will develop basic competencies needed for entry into health occupations.
B. Establish a one-semester program serving 55 students.	$ 350	$ 5,455	B-1	Students will be oriented to occupation in the health field.

Trade and Industrial Education

OBJECTIVE: By June 30, 1973, 5,900 students will be served by trade and industrial education programs.

OUTCOMES		
1972	1973	1977
5,700	5,900	7,100

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Trade and Industrial Education Supervisor, in cooperation with the vocational-technical staff of Northern Montana College will implement a coordinated long-range plan to develop secondary curriculum guides. 1. Develop a working plan with staff of Northern Montana College. 2. Coordinate activities. 3. Secure proposal approval for guide development.	$5,000		B-9	Students will be served by a uniform curriculum.
B. The state VICA Director will perform his duties and responsibilities in operating the Montana Association of the Vocational Industrial Clubs of America (VICA). As a result the membership in VICA will increase to 130 members. 1. Conduct a state officers' leadership workshop, a promotional program and a leadership conference. 2. Manage the association's budget. Perform reporting and correspondence as needed.	$2,000	$ 250	B-9	T & I students will develop leadership and citizenship abilities.
C. Continue funding 128	$131,334	$1,234,855	B-1	Students may enroll in

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code*	BENEFITS
existing programs.				trade & industrial programs.
D. Establish 29 new programs.	$ 29,750	$ 375,396	B-1	Program offerings will be expanded.

Technical Education

OBJECTIVE: By June 30, 1973, 298 students will be served by secondary technical education programs.

OUTCOMES		
1972	1973	1977
268	298	425

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. The technical supervisor will select one trade area within technical education and, in conjunction with the secondary technical instructors and technical teacher educators of Northern Montana College, develop a curriculum outline. 1. Coordinate activities with teachers, teacher educators and advisory committees. 2. Coordinate and plan the curriculum outline. 3. Disseminate results.	$ 500		B-9	Promote compatability and uniformity of instructional objectives and activities.
B. The Technical Supervisor will assist the state VICA director in the promotion and development of the Montana Association Vocational Industrial Clubs of America. 1. Conduct informa-	$ 500		B-9	Technical students will participate in VICA.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
tion and promotion programs for technical students.				
C. Continue funding three existing programs.	$7,458	$118,196	B-1	Students may enroll in technical education programs.

Work Study

OBJECTIVE: By June 30, 1973, 61 students will be employed in vocational work-study programs.

OUTCOMES		
1972	1973	1977
56	61	70

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Continue funding 18 existing programs.	$15,000	$3,100	H	Provide employment for students.

Career Education

OBJECTIVE: By June 30, 1973, an occupational awareness guidance program will be developed and implemented to serve 7,000 students.

OUTCOMES		
1972	1973	1977
-0-	7,000	35,000

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Conduct a statewide conference on career education to promote an awareness of the career education concept for representatives of business, industry and education.	Refer to Elementary General			Students will be oriented to occupation.
B. Collect and disseminate career education materials to educators.				

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
C. Initiate the development of a guide for implementation of a carecr education program.				

Cooperative Vocational Education

OBJECTIVE: By June 30, 1973, 350 students will have been served by cooperative vocational education programs.

OUTCOMES		
1972	1973	1977
300	350	500

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Continue funding 30 existing programs.	$162.880	$33.360	G	Students may enroll in cooperative vocational education programs.
B. Establish two new programs.	$ 11,620	$ 2.380	G	Program offerings will be expanded.

Exemplary

OBJECTIVE: By June 30, 1973, 795 students will be served by exemplary vocational programs.

OUTCOMES		
1972	1973	1977
745	795	860

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Establish criteria for approving project applications.	$ 1,000		B-9	Improve vocational programs through the use of pilot programs trying out new methods and ideas.
B. Collect and disseminate information on projects.	$ 1,000		B-9	
C. Continue funding three existing programs.	$112,000	$38,000	D	

LEVEL: Secondary

POPULATION SERVED: Disadvantaged

GOAL: By June 30, 1977, 1,500 disadvantaged secondary-level students will receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1973, 1,225 disadvantaged secondary-level students will receive special help designed to enable them to succeed in a vocational program.

OUTCOMES		
1972	1973	1977
1,150	1,225	1,500

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. At least 1,225 disadvantaged students will be enrolled in special or regular programs providing assistance enabling them to succeed. The students will be served by an estimated 35 programs. Number of programs will be based on project proposals submitted and approved.	$ 80,000 $130,000	$125,000 $238,000	102-B B-4	Vocational students with special needs will receive the assistance needed to succeed.

LEVEL: Secondary

POPULATION SERVED: Handicapped

GOAL: By June 30, 1977, 500 handicapped secondary-level students will receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1973, 300 handicapped secondary-level students will receive special help designed to enable them to succeed in a vocational program.

OUTCOMES		
1972	1973	1977
250	300	500

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. At least 300 handicapped students will be enrolled in special or regular programs providing assistance enabling them to succeed. The students will be served by an estimated 15 programs. Number of projects will be based on project proposals submitted and approved.	$100,000	$206,582	B-5	Vocational students with special needs will receive the assistance needed to enable them to succeed.

LEVEL: Post-Secondary

POPULATION SERVED: General

GOAL: By 1977, post-secondary vocational education programs will, annually, meet the needs of 5,495 students in relation to current and future manpower requirements.

GOAL: By June 30, 1973, vocational education programs will meet the needs of 4,105 post-secondary students. (The 1973 goal will be achieved through the accomplishment of the following program objectives and activities.)

OUTCOMES		
1972	1973	1977
3,787	4,105	5,495

Agriculture Education

OBJECTIVE: 325 students will have been served in vocational agriculture programs.

OUTCOMES		
1972	1973	1977
287	325	500

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Agriculture Education Supervisor will initiate the design of a comprehensive post-secondary agriculture education curriculum based on needs as determined by research and job competency requirements found by Montana State University research staff. 1. Provide curriculum materials and courses of study. 2. Offer consultant services in program development.	$22,910	$ 6,000	C	Agriculture education programs based on needs and job competencies.
B. Continue funding three existing programs.	$ 8,350	$76,650	B-2	Students may enroll in vocational agriculture programs.

Distributive Education

OBJECTIVE: 115 students will be served by distributive education programs.

OUTCOMES		
1972	1973	1977
100	115	125

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The state supervisor will assist 100 post-secondary D.E. students in Distributive Education Clubs of America (DECA) on the local, state and national levels. 1. Organize state officers' and Board of Governors' meetings, State Leadership Conference and National Leadership Conference. 2. Visit and speak to DECA members and provide assistance and information as necessary 3. Act as state DECA Advisor. 4. Provide for state DECA officers to speak to new and expanding chapters. 5. State supervisor and DECA officers will attend state, regional and national meetings.	$1,000	$ 100	B-9	Distributive education students will develop leadership and citizenship abilities.
B. Continue funding two existing programs.	$8,350	$104,000	B-2	Students may enroll in distributive education classes.

Health Education

OBJECTIVE: 485 vocational-technical center students will have been served in health occupations programs.

OUTCOMES		
1972	1973	1977
460	485	540

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Health Occupation Education Supervisor will have developed, and have ready for implementation, a curriculum for a medical records technician or assistant program. 1. Provide information regarding the national association requirements for approved schools. 2. Act as liaison between Carroll College and the post-secondary school to assure mobility within the medical librarian area. 3. Provide consultive help in the developing of the curriculum. 4. Provide a resource list of current audio-visual software and supplementary text books appropriate for the program.	$ 800		B-9	Students may enroll in a medical records technician program in F.Y. 1974.
B. The Health Occupation Education Supervisor will provide leadership and consultant services to the practical nurse educators in the revision of the practical nurse curriculum. 1. Organize the meeting and meet with the directors of the	$1,500		B-9	Practical nurse students will have mobility within the nursing education area.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
practical nurse program for the purpose of developing course descriptions which are uniform. 2. Provide help to all teachers in the practical nurse program in the process of writing behavioral objectives. 3. Inform the directors of the associate degree and baccalaureate degree programs of the development of the course descriptions. 4. Provide a means of communication among all education programs, associations and boards involved in the development of mobility patterns within the nursing area. 5. Provide resource material pertinent to developing course descriptions. 6. Provide money for a consultant if necessary. 7. Provide consultive help to Northern Montana College in the writing of a proposal to be submitted to the National Institute of Health.				
C. Continue funding eight existing programs.	$30,145	$281,050	B-2	Students may enroll in health occupation classes.

Wage-Earning Home Economics

OBJECTIVE: 50 post-secondary students will have received instruction in food services programs at two vocational-technical centers in Montana.

OUTCOMES		
1972	1973	1977
21	50	150

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Continue funding one existing program.		$ 7,100	B-2	Students may enroll in Wage-Earning Home Economics.
B. Establish one new program.		$ 7,100	B-2	Program offerings will be expanded.

Office Education

OBJECTIVE: 1,330 students will have been served in office education programs.

OUTCOMES		
1972	1973	1977
1,260	1,330	2,000

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Continue funding ten existing programs.	$38,367	$357,700	B-2	Students may enroll in office education programs.

Trade and Industrial Education

OBJECTIVE: 1,200 students will be served in trade and industrial education programs.

OUTCOMES		
1972	1973	1977
1,129	1,200	1,450

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Trade and Industrial Supervisor will assist the local agencies to develop or upgrade trade and industrial programs based on local, state or national employment projections.	$ 1,100		B-9	Students will be served by programs which offer a high degree of employment opportunity.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
1. Assist local agencies in determining local, state and national short- and long-term manpower needs 2. Assist local agencies in developing programs to meet the determined needs.				
B. Continue funding 27 existing programs.	$101,740	$948,544	B-2	Students may enroll in trade and industrial programs.
C. Establish five new programs.	$ 18,841	$303,455	B-2	Program offerings will be expanded.

Technical Education

OBJECTIVE: 500 students will be served in technical education programs.

OUTCOMES		
1972	1973	1977
460	500	600

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. The Technical Supervisor will assist local agencies to develop or upgrade technical programs to train students based on local, state and national employment projections. 1. Assist local agencies in determining local, state and national short- and long-term manpower needs. 2. Assist local agenices in developing programs to meet the determined needs.	$ 500		B-9	Students will be served by programs which offer a high degree of employment opportunity.
B. Continue funding 16 existing programs.	$56,744	$529,039	B-2	Students may enroll in technical programs.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
C. Establish one new program.		$ 76,061	B-2	Program offerings will be expanded.

Work-Study

OBJECTIVE: By June 30, 1973, 24 students will be employed in vocational work-study programs.

OUTCOMES		
1972	1973	1977
24	24	24

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Continue funding two existing programs.	$ 6,600	$ 1,900	H	Provide employment to students.

Cooperative Vocational Education

OBJECTIVE: By June 30, 1973, 100 students will have been served by cooperative vocational education programs.

OUTCOMES		
1972	1973	1977
70	100	130

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
A. Continue funding seven existing programs.	$17,170	$46,422	G	Students may enroll in cooperative vocational education programs.
B. Establish two new programs.	$ 4,900	$13,268	G	Program offerings will be expanded.

LEVEL: Post-Secondary

POPULATION SERVED: Disadvantaged

GOAL: By June 30, 1977, 400 disadvantaged post-secondary students will receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1973, 300 disadvantaged post-secondary students will receive special help designed to enable them to succeed in a vocational program.

OUTCOMES		
1972	1973	1977
250	300	400

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. At least 300 disadvantaged students will be enrolled in special or regular programs providing assistance enabling them to succeed. The students will be served by an estimated ten programs. Numbers of programs will be based on approved technical center programs.	$78,750	$157,500	B-2	Students with special needs will receive assistance to enable them to succeed in a vocational program.

LEVEL: Post-Secondary

POPULATION SERVED: Handicapped

GOAL: By June 30, 1977, 125 handicapped post-secondary students will, annually, receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1973, 75 handicapped post-secondary students will receive special help designed to enable them to succeed in a vocational program.

OUTCOMES		
1972	1973	1977
60	75	125

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. At least 75 handicapped students will be enrolled in special or regular programs providing assistance enabling them to succeed. The students will be served by an estimated nine programs. Number of programs will be based on approved technical programs.	$52,500	$105,000	B-2	Students with special needs will receive assistance to enable them to succeed in a vocational program.

LEVEL: Adult

POPULATION SERVED: General

GOAL: By June 30, 1977, adult vocational education will, annually, provide training for 12,580 individuals either seeking new careers, or in need of upgrading present job knowledge and skills.

GOAL: By June 30, 1973, 9,286 students will be served by adult vocational programs. (The 1973 goal will be achieved through the accomplishment of the following program objectives and activities.)

OUTCOMES		
1972	1973	1977
8,365	9,286	12,580

Agriculture Education

OBJECTIVE: 800 students will be provided continuing preparatory and supplementary adult vocational agriculture education.

OUTCOMES		
1972	1973	1977
500	800	1,200

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Curriculum materials will be provided to 30 teachers and resource persons conducting adult education programs in agriculture. 1. Supply instructors with course materials such as "The Farmer and the Law" and others. 2. Provide all-day agriculture teachers with lists of resource persons. 3. Consult with Montana State University teacher training department in preparation of new adult curriculums.	$6,000		B-9	Students will benefit from current curriculum materials.
B. Continue funding ten existing programs.	$3,020	$ 39,750	B-3	Students may enroll in agriculture education programs.
C. Establish 30 new programs.	$9,059	$115,238	B-3	Program offerings will be expanded.

Distributive Education

OBJECTIVE: 800 students will be served by adult distributive education programs.

OUTCOMES		
1972	1973	1977
760	800	880

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Curriculum materials will be provided to adult education instructors by the Distributive Education State Supervisor. 1. Check with instructors when project is approved and see what information and types of materials are needed.	$ 200		B-9	Instructors will receive information and materials needed.
B. Continue funding two existing programs.	$ 870	$12,875	B-3	Students may enroll in distributive education classes.
C. Establish five new programs.	$2,175	$29,183	B-3	Program offerings will be expanded.

Health Education

OBJECTIVE: 100 adults will have been provided supplementary courses in health occupation education.

OUTCOMES		
1972	1973	1977
85	100	150

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Health Occupation Education Supervisor will provide consultant services in the development of a curriculum for licensed practical nurses in the extended care area to provide upgrading opportunity. 1. Provide consultant service in the development of the curriculum.	$ 500		B-9	Adult students may upgrade job competencies in LPN.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
2. Contact the Montana Heart Association to obtain resource material for developing curriculum and for conducting the program. 3. Act as a liaison between the school(s) and the Montana Licensed Practical Nurse Association.				
B. The Health Occupation Education Supervisor will provide consultant services and assist in the development of a curriculum for the LPN in the charge nurse area to provide upgrading opportunity. 1. Provide resource material developed by the National Practical Nurse Foundation. 2. Inform the State Board of Nurses in the development of the program.	$ 500		B-9	Adult students may upgrade job competencies in the charge nurse area.
C. Continue funding 3 existing programs.		$18,314	B-3	Students may enroll in health occupations programs.

Consumer and Home Economics Education

OBJECTIVE: 425 adults will have been provided supplementary courses in consumer and homemaking programs.

OUTCOMES		
1972	1973	1977
200	425	2,325

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Curriculum materials will be provided to teachers and resource persons conducting adult education programs in home economics. 1. Provide curriculum materials and consultant services.	$ 600		B-9	Students will benefit through updated curriculum materials.
B. Continue funding 15 existing programs.	$1,934	$11,881	F	Students may enroll in consumer and homemaking programs.
C. Establish 25 new programs.	$3,223	$19,801	F	Program offerings will be expanded.

Office Education

OBJECTIVE: 3,300 students will be served by adult office education programs.

OUTCOMES		
1972	1973	1977
3,150	3,300	3,800

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Continue funding six existing programs.	$ 1,947	$ 26,338	B-3	Students may retrain or be upgraded in business and office job competencies.
B. Establish 11 new programs.	$ 3,570	$ 46,625	B-3	Program offerings will be expanded.

Trade and Industrial Education

OBJECTIVE: 3,284 adults will receive supplemental and preparatory instruction in trade and industrial education.

OUTCOMES		
1972	1973	1977
3,120	3,284	3,600

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Continue funding 49 existing programs.	$10,993	$139,413	B-3	Students may receive retraining or upgrading in T & I job competencies.
B. Establish five new programs.	$ 4,187	$ 54,338	B-3	Program offerings will be expanded.

Technical Education

OBJECTIVE: 577 adults will receive supplemental and preparatory instruction in technical education.

OUTCOMES		
1972	1973	1977
550	577	625

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Continue funding two existing programs.	$7,096	$ 19,004	B-3	Students may receive retraining or upgrading of job competencies in technical occupations.

LEVEL: Adult

POPULATION SERVED: Disadvantaged

GOAL: By June 30, 1977, 165 disadvantaged adult-level students will receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1973, 135 disadvantaged adult level students will receive special help designed to enable them to succeed in a vocational program.

OUTCOMES		
1972	1973	1977
120	135	165

ACTIVITIES	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. At least 135 disadvantaged students will be enrolled in five special or regular programs. Number of programs will be based on project proposals submitted and approved.	$30,000	$100,000	B-4	Adult students with special needs will receive assistance to enable them to succeed in a vocational program.

LEVEL: Adult

POPULATION SERVED: Handicapped

GOAL: By 1977, on an annual basis, adult vocational education will meet the training needs of 90 handicapped persons seeking either new careers or in need of upgrading present job knowledge and skills.

OBJECTIVE: By June 30, 1973, 65 handicapped adult level students will receive special help designed to enable them to succeed in a vocational program.

OUTCOMES		
1972	1973	1977
50	65	90

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. At least 65 handicapped students will be enrolled in eight special or regular adult education programs. Number of programs will be based on project proposals submitted and approved.	$15,000	$50,000	B-5	Adult students with special needs will receive assistance to enable them to succeed in a vocational program.

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOAL: Administration and supervision will promote and advance vocational education within the context of the State Plan and the Vocational Amendments of 1968. (P.L. 90-576)

OBJECTIVE: By June 30, 1973, administration and supervision will have been provided for 801 vocational programs.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Director and Assistant Director of Vocational Education will be responsible for the overall administration and supervision of vocational education as directed by the Superintendent of Public Instruction.	$ 41,500	$ 17,500	B-9	Vocational education in Montana will be administered.
B. All Vocational Education Supervisors will conduct the following activities as assigned. 1. Participate in the School-Community Assistance Process. 2. Provide consultant services for the development of career education. 3. Conduct on-site visitations. 4. Maintain a resource file appropriate to each vocational area. 5. Provide consultant assistance to all staff members in the State Superintendent's Office and to all schools as requested. 6. Participate in, and attend state and	$259,661	$109,039	B-9	Vocational education programs will meet the needs of students, business and community.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
national meetings of pertinent professional organizations. 7. Serve on boards and committees. 8. Review and recommend vocational project approval and reimbursement.				
C. The Supervisor of Cooperative Vocational Education will: 1. Develop, print and distribute cooperative handbook. 2. Evaluate programs based on the number of students placed.	$ 3,000	$1,000	B-9	Cooperative vocational education programs will be strengthened.
3. Develop a cooperative office education institute to be conducted at Montana State University.	$17,805		G	
D. The Supervisor of Distributive Education will: 1. Develop and conduct a distributive education curriculum institute. 2. Print and distribute a distributive education handbook. 3. Meet with the State Distributive Education Advisory Committee twice a year.	$12,000	$1,000	B-9	Distributive education programs will be strengthened.
E. The Supervisor of Health Occupations will: 1. Maintain communications with the State Board of Nurs-	$ 500	$ 250	B-9	Health occupation programs will be strengthened.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
ing, Montana Nursing Association, Comprehensive Health, Montana Hospital Association, Montana Licensed Practical Nurse Association, the Commission for Nursing and Nursing Education and the Regional Medical Program. 2. Initiate planning for the development of a teacher education health occupation program in conjunction with the nursing program at Montana State University.				
F. The supervisor of Business and Office Education will: 1. Disseminate information on various university workshops. 2. Utilize the business field for workshops.	$ 300	$ 250	B-9	Business and office education programs will be strengthened.
G. The supervisors of Home Economics will: 1. Arrange meetings with university personnel to coordinate home economics planning and determine priorities. 2. Disseminate results of meetings 3. Develop long-range plans for preservice and inservice teacher education.	$ 500	$ 250	B-9	Home economics programs will be strengthened.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
H. The supervisor of Trade and Industrial Education will: 1. Make contact with industry for possible trade workshops. 2. Disseminate industry service school information. 3. Encourage industry to conduct service schools in the state. 4. Publish schedule of vocational-technical extension courses. 5. Provide technical assistance to Northern Montana College in the development of an approved and supervised preservice and inservice work experience program for future and current trade and industrial education instructors.	$ 600	$ 300	B-9	Trade and industrial education programs will be strengthened.
I. The supervisor of Technical Education will: 1. Make contact with industry for possible trade workshops. 2. Disseminate industry service school information. 3. Encourage industry service schools in the state. 4. Publish schedule of vocational-technical extension courses. 5. Provide technical assistance to Northern Montana College in the development of	$ 600	$ 350	B-9	Technical education programs will be strengthened.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
an approved and supervised preservice and inservice work experience program for future and current technical education instructors.				
J. The supervisor of Special Needs will: 1. Establish baseline data on numbers and characteristics of disadvantaged and handicapped students. 2. Develop a procedure for selecting priorities for approving funding. 3. Redesign project applications to provide information on planning and evaluation. 4. Provide for project evaluation reports. 5. Report baseline data and progress to the director of Vocational Education.	$1,500	$ 250	B-9	Special need programs can be approved by priority.
K. The supervisor of VIEW project will: 1. Produce VIEW decks and make them available to any school. 2. Update VIEW materials periodically.	$8,000	$8,000	B-7	Occupational information will be available to students through the VIEW program.
L. Construct new post-secondary vocational-technical center in Great Falls, Montana.		$2,000,000		Post-secondary vocational education facilities will be expanded.

Decision-Making Model for Vocational-Education

OBJECTIVE: By June 30, 1973, the Vocational Education staff in cooperation with the Research, Planning, Development and Evaluation component within the Office of the Superintendent of Public Instruction will have completed the design and implemented an information system for decision-making for the vocational programs within the Superintendent's Office.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The RPDE component will conduct the following activities: 1. Complete the boundaries of all vocational-education programs including the operational, financial and legal limitations. 2. Complete the description of the programs including organization, activities, methods, facilities and costs. 3. Update program objectives, if necessary. 4. Construct questions to be answered by an evaluation including information needed to administer and supervise, plan, evaluate and disseminate. 5. Match information needs with the results of the review of current data being collected. 6. Identify all current data needs. 7. Determine collection conditions necessary to gather needed data. a. identify data sources	$34,397	$3,440	C	Vocational-Education will have an evaluation system.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
b. select instruments c. develop schedule for collection of data d. determine storage and retrieval requirements e. collect needed data. 8. Determine analysis methods for transforming data into needed information. 9. Determine reporting audiences: a. identify report audiences b. prepare reports c. disseminate reports. 10. Develop updating procedures. 11. Maintain and operate the information system.				

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOAL: By June 30, 1977, professional personnel development will meet the needs of vocational education.

OBJECTIVE: By June 30, 1973, 1,093 vocational teachers will have been served by inservice programs.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. Twenty-eight (28) D.E. teacher-coordinators will have attended the D.E. workshops and state DECA conferences provided by the D.E. State Supervisor. 1. Provide for D.E. coordinators' meeting in fall, election of state officers, and state DECA leadership conference.	$1,000	$1,800	B-9	Upgrade D.E. teacher competencies.
B. 100 high school counselors and teachers will be instructed in the use of VIEW materials during the fall of 1972 and continuously thereafter. 1. Inservice training: a. local workshop b. Havre--summer institute. 2. Counselors' manual. 3. Publicity in form of bulletins and newsletters.	$ 800	$1,500	B-9	School personnel will be able to aid students in using VIEW materials.
C. A course in vocational guidance will be offered to 25 counselors at Northern Montana College.	$18,000	$5,000	B-9	Guidance counselors will be given vocational counseling skills.
D. The Vocational Guidance Supervisor will	$ 5,300		B-7	Students will benefit from stronger vocational coun-

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
provide information, consultation and materials to 360 counselors to assist in strengthening vocational guidance in grades K-14.				seling programs.
1. Provide inservice training program designed to strengthen counselor competencies in career education.				
2. Collect, develop and disseminate materials on career education.	$1,000		B-7	
3. Review and update the *Directory of Post-Secondary Vocational-Technical Education.*	$1,500		B-7	
4. Review and update the *Montana Post-Secondary Vocational-Technical Education Brochure.*	$1,500		B-7	
E. 25 teachers in funded health occupations programs will have participated in at least one inservice workshop or conference conducted or sponsored by Health Education. This conference or workshop will be based upon the priorities established in the EPDA, Part F, State Plan.	$ 500	$ 250	B-9	Upgrading health occupations teacher competencies.
1. Provide leadership in organizing and conducting at least one workshop or conference for health occupation education teachers.				

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
2. Participate in area vocational workshops. 3. Assemble and disseminate resource materials.				
F. 150 secondary teachers of consumer and homemaking education will have participated in at least one inservice workshop provided by the Office of the Superintendent of Public Instruction vocational education staff. 1. Plan and conduct workshops based on priorities of teachers. 2. Assemble and disseminate resource materials. 3. Participate in area vocational workshops.	$ 800	$ 250	B-9	Upgrading consumer and homemaking teaching competencies.
G. 275 business education teachers will be aware of plans for implementing simulation in all vocational business programs. 1. Develop plans for summer school inservice training on implementing simulation. 2. Conduct regional workshops on basics of simulation.	$1,000	$1,800	B-9	Upgrading office education teacher competencies.
H. 100 trade and industrial education instructors will have participated in an inservice workshop	$ 500	$ 250	B-9	Upgrading trade and industrial education teacher competencies.

ACTIVITIES	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
conducted or coordinated by the Trade and Industrial Supervisor. 1. Conduct area trade and industrial meetings. 2. Participate in the industrial education section of the Montana Vocational Assocation. 3. Publish industrial education newsletter. 4. Disseminate appropriate materials and information.				
I. 30 technical education instructors will have participated in an inservice workshop conducted or coordinated by the technical education supervisor. 1. Conduct area technical meetings. 2. Participate in the industrial education section of the Montana Vocational Association. 3. Publish industrial education newsletter. 4. Disseminate appropriate materials and information.	$ 300	$ 250	B-9	Upgrade technical teacher competencies.

OBJECTIVE: By June 30, 1973, 335 prospective vocational teachers will have been served by preservice programs.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
A. The Agriculture Education Supervisor will assist in providing preservice training to 70 junior and senior agriculture education majors at Montana State University. 1. Prepare and disseminate handout material. 2. Lecture upon request to Montana State University agriculture education classes. 3. Coordinate functions with teacher trainers.	$1,200		B-7	Improved preparation of prospective vocational-agriculture teachers.
B. A course in vocational guidance will be offered to ten counseling students. 1. Assist Northern Montana College in developing a counselor education program with emphasis in vocational guidance. 2. Meet with the chairman of the education department of those colleges presently offering counselor education programs to aid in the development of a vocational guidance course or courses.	$ 500	$22,000	B-7	Improved counselor education curriculum will result in change of attitude toward vocational education.
C. The D.E. state supervisor will meet with 20	$ 100		B-9	Teacher trainees will receive current information

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
D.E. majors at Montana State University to provide information relevant to all areas of distributive education. 1. Discuss teaching positions in distributive education and the outlook for the future. 2. Assume responsibility of teacher-coordinators. 3. Keep the teacher-educator at Montana State University informed of all new developments in all areas of distributive education in order to help keep his students informed.				related to jobs and new developments in D.E.
D. The Home Economics Supervisors will have met with 150 junior and senior home economics education majors at Montana State University and the University of Montana relevant to all aspects of the home economics education programs. 1. Prepare and disseminate handout materials. 2. Lecture upon request to University of Montana and Montana State University home economics classes.	$ 100		B-9	Students majoring in home economics education will be provided current information relevant to their field.
E. The Business Education Supervisor will meet the 50 business education students at the universities on request	$ 100		B-9	Students majoring in business education will be provided current information relevant to their field.

ACTIVITIES (During this budget year)	FUNDS BUDGETED			BENEFITS
	Federal	Local & State	Code	
of the instructor. 1. Prepare handout materials. 2. Coordinate activities with teacher-educators. 3. Lecture upon request to methods classes.				
F. The Trade and Industrial Supervisor will meet at least once with 15 senior trade and industrial education majors at Northern Montana College to provide information relevant to all areas of trade and industrial education. 1. Lecture upon request to professional vocational-technical classes at the college. 2. Prepare handouts of pertinent information. 3. Make presentations at the request of teacher-educators.	$ 100		B-9	Students majoring in trade and industrial education will receive current information relevant to their field.
G. The Technical Education Supervisor will meet at least once with ten senior technical education majors at Northern Montana College to provide information relevant to all areas of technical education. 1. Lecture upon request to professional vocational-technical education classes at the college.	$ 100		B-9	Students majoring in technical education will receive information relevant to their field.

ACTIVITIES (During this budget year)	FUNDS BUDGETED Federal	Local & State	Code	BENEFITS
2. Prepare handouts of pertinent information. 3. Make presentations at the request of teacher educators.				
H. Continue funding six vocational teacher training programs at two units of the Montana University System. 1. Distributive, agriculture, business and office, and home economics teacher training programs will be conducted at Montana State University. 2. Business and office, and home economics teacher training programs will be conducted at the University of Montana.	$75,000	$225,000	B-9	Vocational teachers training will be made available.

5.0 Projection of State's Enrollments

5.1 Table 4 summarizes the state's projected enrollments in vocational and technical education programs for fiscal years 1973 and 1977.

Table 4

Projections of State's Enrollments

Occupational Programs Summarized by OE Codes (Gainful Only) 1/	Current 1972	1973	1977
01. Agriculture	3,641	4,125	4,900
04. Distributive Education	1,627	1,727	1,890
07. Health Occupations	545	685	890
09.02 Wage Earning Home Ec	146	350	1,150
14. Business and Office	7,710	8,520	11,800
16. Technical Education	1,278	1,375	1,650
17. Trades and Industry	9,949	10,384	12,150
99. Group Guidance/Prevocational	-0-	-0-	-0-
Total	24,896	27,166	34,430
Level of Instruction (Gainful Only) 1/			
Secondary	13,014	14,300	18,810
Post-Secondary	3,717	4,005	5,365
Adult	8,165	8,861	10,255
Total	24,896	27,166	34,430
Special Programs/Purposes 2/			
Disadvantaged	1,520	1,660	2,065
Handicapped	360	440	715
Cooperative Education, Part G only	370	450	630
Work-Study	80	85	94
Exemplary	745	795	860
Consumer & Homemaking, Part F (09.01)	7,200	8,925	13,185

/ Unduplicated count

/ May be duplicated count

6.0 Fiscal Year 1973 Enrollments

6.1 Table 5 summarizes the state's fiscal year 1973 enrollments for gainful employment.

Table 5

Fiscal Year 1973 Enrollments 1/

Occupational Programs Summarized by OE Codes (Gainful Only) 2/	Secondary			Post-Secondary			Adult			Cooperative					
										Part B			Part G		
	R	D	H	R	D	H	R	D	H	R	D	H	R	D	H
01. Ag.	3,000	159	39	325	24	6	800	12	6	-0-	-0-	-0-	45	10	2
04. D.E.	812	49	12	115	12	3	800	12	6	267	66	26	248	45	26
07. Health	100	5	1	485	36	9	100	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
09.02 Home Ec - Wage	300	15	4	50	6	3	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
14. Business	3,890	208	51	1,330	99	22	3,300	49	23	-0-	-0-	-0-	72	20	4
16. Tech.	298	16	4	500	36	9	577	8	4	-0-	-0-	-0-	-0-	-0-	-0-
17. T & I	5,900	319	78	1,200	87	23	3,284	47	23	7	2	-0-	85	23	5
99. Group Guidance/ Prevocational	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Total	14,300	771	189	4,005	300	75	8,861	128	62	274	68	26	450	98	37
09.01 Consumer and Homemaking, Part F	8,500	454	111	-0-	-0-	-0-	425	7	3	-0-	-0-	-0-	-0-	-0-	-0-
Work-Study	61	8	4	24	4	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Exemplary	795	87	48	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

Abbreviations: R - Regular; D - Disadvantaged; H - Handicapped

1/ Information recorded only where applicable.

2/ Gainful only are those occupational programs which provide the skills necessary for employment in that occupation or in a related occupation

7.0 Estimates of Total Funds Needed for Vocational Education and Annual Allocation Plan

7.1 Table 6 summarizes the funds to be expended during fiscal year 1973 and the state's estimate of total funds needed for vocational education programs for fiscal year 1977.

Table 6

Estimates of Total Funds Needed
for Vocational Education and Annual Allocation Plan 1/ 5/

Program/Purpose	Funds	Current (000) 1972	Long-Range Plan (000) 2/ 1973	Long-Range Plan (000) 3/ 1977
State Programs, Part B	Total	8,725	11,492	12,236
	Federal	1,554	1,524	1,676
	S & L	7,171	9,968	10,560
1. Secondary	Total (F,S,L)	2,971	3,845	4,806
2. Post-Secondary	Total	2,924	3,342	4,178
3. Adult	Total	532	544	680
4. Disadvantaged	Total	483	498	623
5. Handicapped	Total	352	372	465
6. Construction	Total	200	2,000	500
7. Guidance & Counseling	Total	330	49	58
8. Contracted Instruction 4/	Total	-0-	-0-	-0-
9. Ancillary Services				
Administration & Supervision	Total	550	468	515
Evaluation	Total	3	3	6
Teacher Training	Total	270	347	382
Research & Demon. Projects	Total	-0-	1	2
Curriculum Development	Total	110	23	27
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	101	205	226
Research & Training Part C	Total	49	120	135
	Federal	36	105	112
	S & L	13	15	23
Exemplary Programs Part D	Total	138	150	175
	Federal	110	112	120
	S & L	28	38	55
Consumer & Homemaking Education Part F	Total	761	774	800
	Federal	103	92	100
	S & L	658	682	700
Cooperative Education Part G	Total	308	310	350
	Federal	233	215	220
	S & L	75	95	130
Work-Study Part H	Total	28	27	34
	Federal	22	22	24
	S & L	6	5	10
GRAND TOTAL	Total	10,110	13,078	13,956
	Federal	2,138	2,150	2,352
	S & L	7,972	10,928	11,604

/ Includes federal, state and local funds.
/ Total funds to be expended during fiscal year 1973.
/ Total projected need for funds for fiscal year 1977.
/ Above funds, allocated by purpose (except construction), which are to be contracted.
/ Grand total on Table 6 does not equal Table 3 due to rounding.

8.0 Construction Projects on Which Construction Will Start in Coming Year

8.1 Table 7 lists the construction projects which will be started in fiscal year 1973 and the number of construction projects needed each year for the next five years to conduct the state's projected programs of vocational and technical education.

Table 7

Construction Projects on Which Construction Will Start in Coming Year [1]

State of Montana — Fiscal Year Ending June 30, 1973

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Building Capacity [2]
Great Falls High School District A, Cascade County, Congressional District #1	September 1973	September 1975	600-700

[1] All construction projects reported regardless of funding source.
[2] Vocational student capacity at any one time.

Projected Number of Construction Projects Needed Each Year for the Next Five Years

Year	Number of Projects	Total Building Capacity
1973	1	600-700
1974	1	150-200
1975	2	250-300
1976	1	100-150
1977	1	150-175

9.0 Actual and Projected Demand for Vocational Education Personnel Development

9.1 Table 8 summarizes the personnel needs for the appropriate years, the expected supply and the resulting deficit or excess of educational personnel.

Table 8

Actual and Projected Demand for Vocational Education
Personnel Preparation and Development

Areas of Occupational Specialization		1972-73							
		Total Staff Required	Personnel Available 2/	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/	
				Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	Deficit
Grand Total (unduplicated) 1/	S	600	485	79	36	68	26	-0-	21
	PS	210	169	23	18	24	20	3	-0-
	A	190	155	3	32	21	14	-0-	-0-
Vocational Programs (specified by OE code)									
01. Ag.		85	72	9	4	8	2	-0-	3
04. D.E.		36	31	-0-	5	4	1	-0-	-0-
07. Health		54	44	5	5	-0-	9	-0-	1
09.01 Home Ec - Consumer		191	138	43	10	41	13	1	-0-
09.02 Home Ec - Wage		23	11	3	9	16	-0-	4	-0-
14. Business		119	91	21	7	18	3	-0-	7
16. Tech.		46	34	-0-	12	-0-	12	-0-	-0-
17. T & I		236	211	17	8	18	4	-0-	3
99. Other		31	22	3	6	-0-	-0-	-0-	9
Ancillary									
Administration		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Guidance & Couns.		14	12	-0-	2	-0-	2	-0-	-0-
Para-professional		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Other 8/		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Program/Purpose Total (unduplicated)		165	143	4	18	8	14	-0-	-0-
Cooperative		46	38	-0-	8	8	-0-	-0-	-0-
Disadvantaged		53	44	4	5	-0-	9	-0-	-0-
Handicapped		31	31	-0-	-0-	-0-	-0-	-0-	-0-
Remedial		17	17	-0-	-0-	-0-	-0-	-0-	-0-
Exemplary		18	13	-0-	5	-0-	5	-0-	-0-
Other		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

Table 8--contd.

Areas of Occupational Specialization		1973-74							
				Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status	
		Total Staff Required	Personnel Available 2/	Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	
Grand Total (unduplicated) 1/	S	690	558	66	66	63	53	-0-	1
	PS	241	192	23	26	22	23	2	
	A	219	181	21	17	20	10	-0-	
Vocational Programs (specified by OE code)									
01. Ag.		98	79	11	8	12	3	-0-	
04. D.E.		41	33	4	4	6	1	-0-	
07. Health		62	50	7	5	-0-	9	-0-	
09.01 Home Ec - Consumer		220	178	39	3	32	7	-0-	
09.02 Home Ec - Wage		27	22	2	3	7	-0-	2	-0
14. Business		137	111	15	11	15	5	-0-	
16. Tech.		53	43	-0-	10	-0-	10	-0-	-0
17. T&I		271	219	24	28	27	19	-0-	
99. Other		36	29	1	6	-0-	2	-0-	
Ancillary									
Administration		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0
Guidance & Couns.		25	20	-0-	5	-0-	5	-0-	-0
Para-professional		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0
Other 8/		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0
Program/Purpose Total (unduplicated)		180	147	7	26	6	27	-0-	-0
Cooperative		50	41	2	7	6	3	-0-	-0
Disadvantaged		55	45	4	6	-0-	10	-0-	-0
Handicapped		34	28	1	5	-0-	6	-0-	-0
Remedial		19	15	-0-	4	-0-	4	-0-	-0
Exemplary		22	18	-0-	4	-0-	4	-0-	-0
Other		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0

ıble 8--contd.

Areas of Occupational Specialization		1974-75							
		Total Staff Required	Personnel Available 2/	Additional Personnel Needs (A)		Projected Supply of New (B) Personnel		Status 7/	
				Replacement 3/	New Staff 4/	Preservice 5/	Other 6/	Excess	Deficit
Grand Total (unduplicated) 1/	S	792	638	75	79	71	87	4	-0-
	PS	277	223	26	28	25	-0-	-0-	29
	A	251	203	24	24	23	25	-0-	-0-
Vocational Programs (specified by OE code)									
01. Ag.		113	91	13	9	13	5	-0-	4
04. D.E.		45	36	4	5	9	2	2	-0-
07. Health		71	57	9	5	-0-	11	-0-	3
09.01 Home Ec - Consumer		250	204	42	4	34	8	-0-	4
09.02 Home Ec - Wage		35	30	2	3	7	-0-	2	-0-
14. Business		156	123	17	16	19	7	-0-	7
16. Tech.		61	48	1	12	-0-	10	-0-	3
17. T & I		287	250	25	12	28	6	-0-	3
99. Other		38	29	3	6	-0-	4	-0-	5
Ancillary									
Administration		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Guidance & Couns.		50	25	-0-	25	-0-	25	-0-	-0-
Para-professional		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Other 8/		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Program/Purpose									
Total (unduplicated)		214	171	9	34	9	34	-0-	-0-
Cooperative		60	48	2	10	9	3	-0-	-0-
Disadvantaged		60	47	5	8	-0-	13	-0-	-0-
Handicapped		43	37	1	5	-0-	6	-0-	-0-
Remedial		22	17	-0-	5	-0-	5	-0-	-0-
Exemplary		29	22	1	6	-0-	7	-0-	-0-
Other		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

Table 8--contd.

Areas of Occupational Specialization		1975-76 Total Staff Required	Personnel Available 2/	Additional Personnel Needs (A) Replacement 3/	New Staff 4/	Projected Supply of New (B) Personnel Preservice 5/	Other 6/	Status 7/ Excess	Deficit
Grand Total (unduplicated) 1/	S	859	731	74	53	66	44	-0-	17
	PS	301	256	26	19	23	20	-0-	2
	A	271	231	24	17	22	19	-0-	-0-
Vocational Programs (specified by OE code)									
01. Ag.		130	114	11	5	12	2	-0-	2
04. D.E.		52	44	4	4	7	1	-0-	-0-
07. Health		80	65	11	4	-0-	11	-0-	4
09.01 Home Ec - Consumer		267	228	37	2	35	2	-0-	2
09.02 Home Ec - Wage		39	32	4	3	5	1	-0-	1
14. Business		163	138	15	10	16	5	-0-	4
16. Tech.		75	66	1	8	-0-	9	-0-	-0-
17. T & I		292	254	29	9	28	7	-0-	3
99. Other		38	34	3	1	-0-	4	-0-	-0-
Ancillary									
Administration		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Guidance & Couns.		75	50	-0-	25	-0-	25	-0-	-0-
Para-professional		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Other 8/		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Program/Purpose Total (unduplicated)		220	193	9	18	8	16	-0-	3
Cooperative		60	52	3	5	8	-0-	-0-	-0-
Disadvantaged		60	51	2	7	-0-	7	-0-	2
Handicapped		45	41	2	2	-0-	4	-0-	-0-
Remedial		25	22	-0-	3	-0-	3	-0-	-0-
Exemplary		30	27	2	1	-0-	2	-0-	1
Other		-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-

Table 8–contd.

Footnotes.

Abbreviations: S - secondary; PS - post-secondary; A - adult

Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

Inservice refers to persons under contract for employment in a vocational education activity.

1/ Personnel counted only once even though responsible for two or more programs; i.e., consumer and homemaking education and home economics gainful.

2/ Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year; for example, as of June 30, 1972 for school year 1972-73.

3/ Personnel who will not be available from previous year due to attrition and who must be replaced; for example, in the 1972-73 plan use attrition figures for 1971-72.

4/ Additional positions for which personnel are needed due to growth and expansion.

5/ Number of prospective graduates from the state teacher education programs for entire year who are expected to enter the state system.

6/ Those expected to be available from all sources *other* than those referred to in footnote 5.

7/ The columns under "Status" indicate the need for, or excess of, personnel. This was determined by subtracting the total *Projected Supply of New Personnel* (B) from the total *Additional Personnel Needs* (A).

8/ Vocational education programs planned for local school superintendents and community college presidents are counted separately.

Table 9

Planned Expenditure of and Projected Need for Funds
for Vocational Education Personnel Preparation and Development

Category of Expenditure (P.L. 90-576)		Annual Plan 1/ (000) 1972-73		Long Range Plan 2/ (000) 1973-74		1974-75		1975-76		1976-77		1977-78	
		F	S&L 5/	F	S & L	F	S & L	F	S & L	F	S & L	F	S & L
Grand Total	1. Total 3/	2,048	5,588	2,086	6,676	2,243	8,005	2,418	9,613	2,508	9,976	2,732	12,026
	2. P and D 4/	127	200	109	219	116	246	118	236	133	266	150	302
	3. % (2 of 1)	6	4	5	3	5	3	5	2	5	3	5	3
Regular State Vocational Education Programs (Part B)	1. Total	1,524	5,266	1,577	6,371	1,747	7,709	1,935	9,328	2,039	9,721	2,262	11,762
	2. P and D	92	152	82	162	87	172	89	176	101	200	114	228
	3. % (2 of 1)	6	3	5	3	5	2	5	2	5	2	5	2
Research (Part C)	1. Total	105	15	100	22	96	32	90	38	86	42	86	42
	2. P and D	12	3	4	11	5	15	3	8	2	6	2	6
	3. % (2 of 1)	11	20	4	50	5	47	3	21	2	14	2	14
Exemplary (Part D)	1. Total	112	13	117	13	122	14	127	15	132	15	132	16
	2. P and D	-0-	-0-	-0-	-0-	-0-	-0-	1	2	1	2	1	2
	3. % (2 of 1)	-0-	-0-	-0-	-0-	-0-	-0-	1	13	1	13	1	13
Consumer & Homemaking Education Programs (Part F)	1. Total	92	199	94	174	96	152	99	133	102	98	105	101
	2. P and D	21	41	21	42	22	44	23	45	26	51	30	59
	3. % (2 of 1)	23	21	22	24	23	29	23	33	26	52	29	59
Cooperative Vocational Education Programs (Part G)	1. Total	215	95	198	96	182	98	167	99	149	100	147	105
	2. P and D	2	4	2	4	2	4	2	5	3	7	3	7
	3. % (2 of 1)	1	4	1	4	1	4	1	5	2	7	2	7

Abbreviations: F - Federal; S - State; L - Local

1/ Funds to be expended for personnel preparation and development for fiscal year 1973.
2/ Projected needs for funds by fiscal year.
3/ Federal, state and local funds to be expended (annual) or needed (projected) for all vocational education programs in each category (from Table 6).
4/ Total funds to be expended for (P and D) Personnel Preparation and Development.
5/ State and local funds are those identified with programs only.

10.0 Planned Expenditure of and Projected Need for Vocational Education Personnel Development Funds

10.1 Table 9 summarizes the planned expenditures for personnel development in 1972-73 and the projected needs for subsequent years in the table.

11.0 Financial Plan for Personnel Development Based on Funds Available for Anticipated.

11.1 Table 10 summarizes the financial plan for personnel preparation and development based on anticipated funds.

Table 10

1973-74 Financial Plan for Personnel Preparation
and Development Based on Funds Available or Anticipated

State of Montana

Programs/Purpose	Total Funds Needed for Unmet Personnel Development Needs 1973-74 2/	Total Funds Expected to be Available for School Year 1973-74 1/	Additional Funding to be Requested 1973-74 3/	
			Other Sources	EPDA
Regular Vocational Education Programs (Part B)	$ 244,124	$ 186,774	$ 29,420	$ 27,930
Research (Part C)	15,000	15,000	-0-	-0-
Exemplary (Part D)	-0-	-0-	-0-	-0-
Consumer and Homemaking Education (Part F)	62,600	43,200	13,100	6,300
Cooperative Vocational Program (Part G)	6,276	5,160	346	770
Grand Total	$ 328,000	$ 250,134	$ 42,866	$ 35,000

1/ Funds expected to be available for personnel preparation and development during fiscal year 1974.
2/ Funds needed for unmet personnel needs are from 2nd year of Long-Range Plan, Table 9.
3/ Additional funding requested is the difference between the total funds needed for personnel preparation and development and the total funds expected to be available.

12.0 Projection of State's Enrollments in Vocational Education Personnel Preparation and Development.

12.1 Table 11 summarizes the current and projected enrollments in preservice and inservice personnel preparation and development.

Table 11

Projection of State's Enrollments in
Vocational Education Personnel Preparation and Development

Vocational Programs Specified by O.E. Code 1/	Preservice 2/			Inservice 3/		
	1972	1973	1977	1972	1973	1977
Grand Total - unduplicated	660	527	683	699	740	1076
01. Ag.	81	55	75	65	60	68
04. D.E.	51	36	55	-0-	12	22
07. Health	-0-	-0-	50	-0-	-0-	35
09.01 Home Ec - Consumer	262	275	300	150	190	344
09.02 Home Ec - Wage	-0-	-0-	-0-	-0-	-0-	-0-
14. Business	171	21	26	50	19	23
16. Tech.	43	66	73	75	59	64
17. T & I	52	54	64	200	200	200
99. Other	-0-	-0-	-0-	-0-	-0-	-0-
Ancillary	---	---	---	---	---	---
Administration	-0-	-0-	-0-	-0-	20	40
Guidance & Counseling	-0-	20	40	-0-	60	80
Para-Professional	-0-	-0-	-0-	-0-	-0-	-0-
Programs/Purposes Duplicated 4/	---	---	---	---	---	---
Cooperative - Part G	-0-	20	20	159	60	60
Disadvantaged	-0-	-0-	-0-	-0-	20	40
Handicapped	-0-	-0-	-0-	-0-	20	40
Remedial	-0-	-0-	-0-	-0-	20	40
Exemplary	-0-	20	20	-0-	-0-	20
Other	-0-	-0-	-0-	-0-	-0-	-0-

1/ Includes personnel by major and/or minor teaching area as applicable.
2/ Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.
3/ Inservice refers to persons under contract for employment in a vocational education activity.
4/ Includes personnel whose major or minor emphasis is not identifiable by O.E. Code.

75-7702. Duties of board of education. The board of education shall be the governing board of the state of Montana for vocational education. The board of education shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, co-ordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the board of education policies shall include:

(1) a state plan for such development;

(2) standards for vocational education courses and programs;

(3) instructor qualifications for vocational education courses and programs;

(4) criteria for approval of vocational education courses and programs which are to receive financial assistance;

(5) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;

(6) a basis for apportionment of all moneys received by the state of Montana for vocational education from the federal government in accordance with the Acts of Congress;

(7) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities; and

(8) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education.

History: En. 75-7702 by Sec. 405, Ch. 5, L. 1971.

Collateral References
Schools and School Districts⇐164.

79 C.J.S. Schools and School Districts § 485.
47 Am. Jur. 441, Schools, § 200.

75-7703. Duties of superintendent of public instruction as executive officer. The superintendent of public instruction shall be the executive officer of the board of education for the administration of all state and federal laws related to vocational education. As the executive officer, the superintendent of public instruction shall:

(1) administer the vocational education policies adopted by the board of education;

(2) prepare curriculum guides for board of education adoption;

(3) employ, with the confirmation of the board of education, the professional staff necessary for the state supervision and administration of vocational education;

(4) report the status of vocational education in the state of Montana when requested by the board of education;

(5) keep all vocational education records in his office; and

(6) provide vocational education supervisory and consultative assistance to districts.

History: En. 75-7703 by Sec. 406, Ch. 5, L. 1971.

Cross-Reference

Professional staff employed by superintendent of public instruction, sec. 75-5704.

75-7704. District authorization to establish and maintain vocational education courses and programs. The trustees of any district, community college district, or unit of the Montana university system may establish and maintain a vocational education course or program that complies with the vocational education standards adopted by the board of education. In order for a course or program to be eligible for state or federal financing, it shall be approved by the board of education.

History: En. 75-7704 by Sec. 407, Ch. 5, L. 1971.

75-7705. Acceptance of Acts of Congress for vocational education. The state of Montana hereby reaffirms the acceptance of and assents to the terms and provisions of the Act of Congress entitled "The Vocational Education Act of 1963" and the "Vocational Education Amendments of 1968," and further hereby accepts and assents to the terms and provisions of all Acts of the Congress amendatory of "The Vocational Education Act of 1963," and to the terms and provisions of all other Acts of Congress which provide funds for the benefit of vocational education in Montana.

History: En. 75-7705 by Sec. 408, Ch. 5, L. 1971.

Compiler's Note

The Vocational Education Act of 1963 is compiled in the United States Code at Tit. 20, secs. 35 to 35n. The Vocational Education Amendments of 1968 are compiled at numerous places in Title 20.

75-7706. State treasurer custodian of vocational education moneys. The treasurer of the state of Montana is hereby designated as the custodian of all federal and state moneys designated, appropriated or apportioned for vocational education. All moneys received from any federal or state source for the establishment, operation or furtherance of vocational education in the state shall be deposited with the state treasurer. At the direction of the board of education, he shall disburse all moneys appropriated or received for vocational education.

History: En. 75-7706 by Sec. 409, Ch. 5, L. 1971.

Collateral References

Schools and School Districts⇐18.

78 C.J.S. Schools and School Districts § 19.

75-7710. Local administration. The trustees or governing board of a post-secondary vocational-technical center shall administer such center according to the requirements of the laws of the state of Montana, the policies of the board of education, and the regulations of the superintendent of public instruction. If, in construing such laws, there is a conflict between the laws providing for post-secondary vocational-technical centers and any other laws governing the operation of schools, the former shall have the controlling authority.

History: En. 75-7710 by Sec. 413, Ch. 5, L. 1971.

75-5602. Membership. The board of education shall have eleven (11) members, among whom the governor, the attorney general, and the superintendent of public instruction shall serve as ex officio members. The remaining eight (8) members shall be appointed by the governor with the advice and consent of the senate. Such appointments shall be subject to the following limitations:

(1) they shall be equally divided among the congressional districts of the state of Montana;

(2) not more than four (4) shall be affiliated with the same political party or organization;

(3) their terms shall be eight (8) years and, except in the case of a vacancy, only one (1) member shall be appointed each year; and

(4) when a vacancy occurs, the governor shall appoint a member for the remainder of the term of the incumbent, and such appointments to fill vacancies shall preserve the balance required by subsections (1) and (2) above.

An appointed member of the board of education shall take and subscribe to the constitutional oath of office prescribed for civil officers and file it with the secretary of state before he shall have the capacity to act as a member of the board. He shall serve as a member of the board of education until his successor has been appointed and qualified.

(5) When the board is meeting to consider subjects relating to the university system of Montana there shall be an additional nonvoting member who shall be the students' representative member of the board. This students' representative member shall be one (1) of the student body presidents of the six (6) units of the university system and he shall be elected for a one (1) year term by a majority of the student body presidents. His term shall be from July 1 of the first year to June 30 of the following year. The students' representative member shall receive the same compensation as any other member and shall have the same rights as any other member of the board except as provided by this subsection.

History: En. 75-5602 by Sec. 3, Ch. 5, L. 1971; amd. Sec. 1, Ch. 352, L. 1971.

NOTE.—When governor makes appointment of a member to state board of education to fill vacancy during recess of senate, such appointee holds office until next meeting of senate. Opinions Attorney General, Vol. 19, Opinion 40.

Cross-References

Congressional districts, sec. 43-107.

Constitutional oath, Const., art. XIX, sec. 1; sec. 59-413.

Manner of taking oath, sec. 75-8304.

Collateral References

Schools and School Districts⇐47.

78 C.J.S. Schools and School Districts §§ 86, 87.

47 Am. Jur. 317, Schools, § 30.

75-7703. Duties of superintendent of public instruction as executive officer. The superintendent of public instruction shall be the executive officer of the board of education for the administration of all state and federal laws related to vocational education. As the executive officer, the superintendent of public instruction shall:

(1) administer the vocational education policies adopted by the board of education;

(2) prepare curriculum guides for board of education adoption;

(3) employ, with the confirmation of the board of education, the professional staff necessary for the state supervision and administration of vocational education;

(4) report the status of vocational education in the state of Montana when requested by the board of education;

(5) keep all vocational education records in his office; and

(6) provide vocational education supervisory and consultative assistance to districts.

History: En. 75-7703 by Sec. 406, Ch. 5, L. 1971.

Cross-Reference

Professional staff employed by superintendent of public instruction, sec. 75-5704.

75-6808. Pecuniary interests, letting contracts and calling for bids, under certain circumstances. It shall be unlawful for any trustee to (1) have any pecuniary interest, either directly or indirectly, in the erection of any school building, or for warming, ventilating, furnishing, or repairing the same, or (2) be in any manner connected with the furnishing of supplies for the maintenance and operation of the schools, or (3) be employed in any capacity by the school district of which he is trustee.

The trustees of any district shall not let any contract for building, furnishing, repairing or other work for the benefit of the district, or purchasing supplies for the district, without first advertising in a newspaper that will give notice to the largest number of people of the district as determined by the trustees for at least two (2) weeks, calling for bids to perform such work or to furnish such supplies, except:

(1) the trustees of a third-class district only maintaining elementary schools with fewer than three (3) rooms may contract for such work or supplies without advertising and without bids, when the amount involved is less than eight hundred dollars ($800);

(2) the trustees of a third-class district, other than those described in subsection (1), may contract for such work or supplies, without advertising and without bids, when the amount involved is less than fifteen hundred dollars ($1,500); and

(3) the trustees of a second-class district or a first-class district may contract for such work or supplies, without advertising and without bids, when the amount involved is less than two thousand five hundred dollars ($2,500).

In all cases where bidding is required, the trustees shall award the contract to the lowest responsible bidder except that the trustees shall have the right to reject any or all bids.

With regard to contracting for work or supplies, the board of trustees of a community college district shall be subject to the provisions of section 75-8118.

75-7715. Lease or purchase of state property for post-secondary vocational-technical center purposes. The state of Montana, acting by and through the board of education, is hereby empowered and authorized to enter into a lease agreement for a term not to exceed forty (40) years, in order to lease to a district operating a post-secondary vocational-technical center any building or lands owned by the state and financed in whole or in part by an appropriation made by the legislature of the state of Montana for the purpose of supporting the district's post-secondary vocational-technical center. The consideration necessary to support such a lease may be nominal.

The board of education is hereby authorized to transfer, or direct transfer of, title held by the state of Montana in buildings or lands financed in whole or in part by an appropriation by the state legislature, to a district operating a post-secondary vocational-technical center, at any time the board of education deems such transfer to be in the best interests of both the state and the district involved, provided that this authorization extends only to buildings or lands which are to be used by the district for post-secondary vocational-technical education purposes.

History: En. 75-7715 by Sec. 418, Ch. 5, L. 1971.

History: En. 75-6808 by Sec. 244, Ch. 5, L. 1971; amd. Sec. 1, Ch. 42, L. 1971.

Covenant of indemnity to accompany bids, sec. 6-501.

Making of contract to which school officer a party unlawful, sec. 94-810.

Preference to Montana contractors, secs. 82-1924 to 82-1925.1.

Preference to Montana labor, secs. 41-701 to 41-703.

Preference to Montana materials, sec. 82-1926.

Transportation contract, bid letting, sec. 75-7013.

Taxpayer's Action

A taxpayer may maintain an action in behalf of a school district against its board of trustees to procure the cancellation of a contract for supplies alleged to have been fraudulently let by it. School District No. 2 v. Richards, 62 M 141, 205 P 206.

Transportation for Trustee's Child

Statute was not violated by an agreement between the board of trustees and member thereof, upon closing a school, to furnish his children with transportation to, or board, rent and tuition at, the location of the school to which they were transferred. State ex rel. Lien v. School District No. 73, 106 M 223, 229, 76 P 2d 330.

Cross-References

Contracts for construction or furnishing of buildings, sec. 75-8210.

Collateral References

Schools and School Districts⇐80(1), (2).

78 C.J.S. Schools and School Districts §§ 279, 285, 289.

Relation as creditor of contracting party as constituting interest within statute against public officer being interested in contract with the public. 73 ALR 1352.

Relationship as disqualifying interest within statute making it unlawful for an officer to be interested in a public contract. 74 ALR 792.

Rejection of bids: right of public authorities to reject all bids for public work or contract. 31 ALR 2d 469.

Revocation, prior to execution of formal written contract, of vote or decision of public body awarding contract to bidder. 3 ALR 3d 864.

Services: contract for personal services as within requirement of submission of bids as condition of public contract. 15 ALR 3d 733.

DECISIONS UNDER FORMER LAW

County High School Trustees

Prior statute was inapplicable to county high school trustees. Missoula County Free High School v. Smith, 91 M 419, 422, 8 P 2d 800.

Transportation Contracts

Former section did not require the trustees of a school district to call for bids for transportation of pupils. In re Transportation of School Children, 117 M 618, 620, 161 P 2d 901.

66-114. Plans for public buildings to have seal and signature of architect—insurance coverage. All architectural plans and specifications for public buildings of the state of Montana, or any agency thereof, or of any county, city, or school district of the state, shall bear the seal and signature of the architect responsible therefor.

All architects shall have an adequate errors and omissions insurance policy when performing any supervisory acts relating to the construction of any public buildings, works or improvements of the state of Montana or any agency thereof, or of any county, city or school district of the state and such insurance shall be in force for three (3) years after the completion of the public buildings, works, or improvements.

66-115. Time schedule for payments to architects. All compensation payable to architects for planning or construction of public buildings of the state of Montana, or any agency thereof, or of any county, city or school district in the state may be distributed and paid in accordance with the following schedule, to wit:

20% upon completion of studies and preliminary drawings

55% upon completion of working drawings and specifications

15% during construction, based on contract payment

10% when construction has been completed and accepted by the owner or the duly authorized agent of such owner.

75-7708. Program and budget categories for post-secondary vocational-technical education centers. The board of education shall have the sole authority for the approval of the post-secondary vocational-technical education programs and their budgets. Such programs and budgets shall be placed into three categories defined as:

(1) Maintenance and operation. The maintenance and operation category shall include programs and costs for instruction; vocational guidance and counseling; job placement; travel of pupils and personnel while engaged in a program; acquisition, maintenance, and repair of equipment; and the rental of necessary emergency facilities for not more than one year.

(2) Construction. The construction category shall include the program and cost for construction of new buildings; acquisition, expansion, remodeling and alteration of existing buildings; site acquisition and improvements; architectural fees; and the purchase of initial equipment.

(3) Ancillary services. The ancillary services category shall include the program and cost for the services and activities necessary to assure quality in the post-secondary vocational-technical center's instruction, such as supervision and administration of the center, program evaluation, special demonstration and experimental programs, and development of instructional materials and curriculum.

The trustees of the designated district or other governing board where the post-secondary vocational-technical center is located shall submit program proposals and the related budgets on the basis of these categories and in accordance with the program and budget approval procedure prescribed by the board of education.

History: En. 75-7708 by Sec. 411, Ch. 5, L. 1971.

75-7709. Sources of financing for post-secondary vocational-technical center budgets and board of education administration. The total of the budgets approved by the board of education together with the budget for the cost of state administration of the post-secondary vocational-technical centers shall constitute the total maximum approved, state-wide budget which shall be financed as follows:

(1) The primary source of financing is to be those funds specifically designated by legislative enactment or referendum by the people for financing post-secondary vocational-technical education in Montana.

(2) The board of county commissioners of each county in which a designated post-secondary vocational-technical center is located is hereby authorized to levy a tax of not to exceed one (1) mill on the dollar of all taxable property, real and personal, within the county for the support and maintenance of the post-secondary vocational-technical center located within the said county.

(3) Designated post-secondary vocational-technical centers shall be eligible to receive such funds from the federal government as the board of education may provide pursuant to applicable Acts of Congress.

(4) If the aggregate financing provided by the above sources of revenue does not provide one hundred per cent (100%) financing of the maximum approved, state-wide budget, the remaining deficiency shall be financed from any state funds appropriated by the legislature for post-secondary vocational-technical education.

The board of education shall direct the distribution of the funds specified in subsections (1), (3), and (4) of this section on the basis of the budgets approved by the board of education. The funds earned by the mill levy specified in subsection (2) of this section shall be credited by the county treasurer to the post-secondary vocational-technical center fund.

The board of education shall determine the amount of financing available from these four sources of revenue and may approve budgets for maintenance and operation, construction and ancillary services. The aggregate amount of the budgets so approved by the board of education for post-secondary vocational-technical centers shall not exceed the moneys determined to be available.

History: En. 75-7709 by Sec. 412, Ch. 5, L. 1971.

Cross-Reference

Post-secondary vocational-technical center fund, sec. 75-7208.

75-8203. Selection of school sites, approval election, and lease of state lands. The trustees of any district shall have the authority to select the sites for school buildings or for other school purposes but such selection shall first be approved by the qualified electors of the district before any contract for the purchase of such site is entered into by the trustees, except the trustees shall have the authority to purchase or otherwise acquire property contiguous to an existing site that is in use for school purposes without a site approval election. Furthermore, the trustees may take an option on a site prior to the site approval election.

The election for the approval of a site shall be called under the provisions of section 75-6406 and shall be conducted in the manner prescribed by this Title for school elections. An elector who may vote at a school site election shall be qualified to vote under the provisions of section 75-6410. If a majority of those voting at the election approve the site selection, the trustees shall have the authority to purchase such sites. A site approval election shall not be required when the site was specifically identified in an election at which an additional levy or the issuance of bonds was approved for the purchase of such site.

Any site for a school building or other building of the district that is selected or purchased by the trustees shall:

(1) be in a place that is convenient, accessible and suitable;

(2) comply with the minimum size and other requirements prescribed by the board of health of the state of Montana; and

(3) comply with the state-wide building regulations, if any, promulgated by the state building code council.

The state board of land commissioners shall have the authority to sell, at the appraised value, or to lease for any period of time less than ninety-nine (99) years, at an amount of one dollar ($1) per year, to a district any tract of state land of not more than ten (10) acres to be used as a school site in such district.

History: En. 75-8203 by Sec. 475, Ch. 5, L. 1971.

Cross-References

Eminent domain, sec. 93-9902.

Collateral References

Schools and School Districts⇐68.

78 C.J.S. Schools and School Districts § 247.

47 Am. Jur. 343, Schools, § 66.

DECISIONS UNDER FORMER LAW

Class of Districts Affected

Former statute dealing with election to select school site was applicable to third class districts only. State ex rel. Wildin v. Eickoff, 84 M 539, 543, 276 P 954; Nichols v. School District No. 3, 87 M 181, 187, 287 P 624.

Election

Under former statute, an election for the purpose of choosing a school site in a district of the third class was to be conducted as an election of school officers; petition need not designate the site, but any five qualified electors could file the nomination of a particular site, and others in like manner might nominate other sites. State ex rel. Wildin v. Eickoff, 84 M 539, 543, 276 P 954.

Health Officer's Approval of Site

Approval of school site by county health officer, required by former statute, was not needed prior to electors' choosing of site. State ex rel. Wildin v. Eickoff, 84 M 539, 543, 276 P 954.

Repealed in Part

Former section authorizing trustees of first and second class school districts to change or select school sites without the sanction of the electors of the district was impliedly repealed by Ch. 122, Laws 1923 providing generally that school boards should not build or remove schoolhouses, nor purchase, sell or locate school sites unless directed so to do by a majority of the electors of the district. Nichols v. School District No. 3, 87 M 181, 184 et seq., 287 P 624.

75-8204. Trustees authority to acquire or dispose of sites and buildings, and when election required. The trustees of any district shall have the authority to purchase, build, exchange, or otherwise acquire or sell or otherwise dispose of sites and buildings of the district. Such action shall not be taken by the trustees without the approval of the qualified electors of the district at an election called for such approval unless:

(1) a bond issue has been authorized for the purpose of constructing, purchasing, or acquiring the site or building;

(2) an additional levy under the provisions of section 75-6923 has been approved for the purpose of constructing, purchasing, or acquiring the site or building;

(3) the cost of constructing, purchasing, or acquiring the site or building is financed without exceeding the maximum-general-fund-budget-without-a-vote amount prescribed in section 75-6905, and, in the case of a site purchase, the site has been approved under the provisions of section 75-8203; or

(4) moneys are otherwise available under the provisions of this Title and the ballot for the site approval for such building incorporated a description of the building to be located on the site.

When an election is conducted under the provisions of this section, it shall be called under the provisions of section 75-6406 and shall be conducted in the manner prescribed by this Title for school elections. An elector qualified to vote under the provisions of section 75-6410 shall be permitted to vote in such election. If a majority of those electors voting at the election approve the proposed action, the trustees may take the proposed action.

History: En. 75-8204 by Sec. 476, Ch. 5, L. 1971.

Collateral References

Schools and School Districts⇐65, 70, 74.

78 C.J.S. Schools and School Districts §§ 248, 253, 258, 263.

47 Am. Jur. 340, Schools, § 62.

75-7706. State treasurer custodian of vocational education moneys. The treasurer of the state of Montana is hereby designated as the custodian of all federal and state moneys designated, appropriated or apportioned for vocational education. All moneys received from any federal or state source for the establishment, operation or furtherance of vocational education in the state shall be deposited with the state treasurer. At the direction of the board of education, he shall disburse all moneys appropriated or received for vocational education.

History: En. 75-7706 by Sec. 409, Ch. 5, L. 1971.

Collateral References

Schools and School Districts⇨18.

78 C.J.S. Schools and School Districts § 19.

75-7702. Duties of board of education. The board of education shall be the governing board of the state of Montana for vocational education. The board of education shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, co-ordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the board of education policies shall include:

(1) a state plan for such development;

(2) standards for vocational education courses and programs;

(3) instructor qualifications for vocational education courses and programs;

(4) criteria for approval of vocational education courses and programs which are to receive financial assistance;

(5) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;

(6) a basis for apportionment of all moneys received by the state of Montana for vocational education from the federal government in accordance with the Acts of Congress;

(7) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities; and

(8) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education.

History: En. 75-7702 by Sec. 405, Ch. 5, L. 1971.

Collateral References

Schools and School Districts⇐164.

79 C.J.S. Schools and School Districts § 485.

47 Am. Jur. 441, Schools, § 200.

59-701. (518) Fiscal year and financial reports. The fiscal year for state purposes commences on the first (1st) day of July of each year, and ends on the last day of June of each year. The fiscal year for county purposes commences on the first (1st) day of July of each year and ends on the last day of June of each year. At the close of each fiscal year the fiscal records of each state office, department, bureau, commission, institution, university unit, and agency (hereinafter collectively referred to as state agency) shall be closed as of the end of the fiscal year. Each state agency shall prepare such financial statements and reconciliations for the fiscal year as the state controller may prescribe. These financial reports are to be completed and distributed not more than thirty-one (31) days following the close of each fiscal year. The state controller may extend this time limit if a state agency can show necessity therefor. The reports are to be distributed to the state controller and the legislative auditor and any other state agency the state controller may prescribe. It is the intent of this provision that these reports accurately and comprehensively present the financial activities of the reporting state agency so that the reports can be effectively utilized by the executive and legislative branches of state government. Upon consolidation of the reports, the annual financial report by the state controller will be available for other individuals and organizations interested in the financial affairs of the state of Montana.

59-701.1. Reappropriation of valid obligations at end of each fiscal year. Purchase orders issued and accrued expenses approved by the state controller shall be encumbered at the end of each fiscal year in the state controller's accounts, and are hereby reappropriated for the succeeding fiscal year.

History: En. Sec. 2, Ch. 84, L. 1955; amd. Sec. 1, Ch. 267, L. 1971.

Amendments

The 1971 amendment revised and reworded the section.

59-701.2. Obligations at fiscal year end shall be encumbered. Any valid obligation not paid within the fiscal year shall be encumbered for payment thereof at the end of each fiscal year in the state controller's accounts. An appropriation shall be deemed to be encumbered at the time and to the extent that a valid obligation against the appropriation is created, except construction contracts, which upon approval of the state controller, may be encumbered for only that portion of the contract for which services or materials have been received by the fiscal year's end.

History: En. Sec. 3, Ch. 84, L. 1955; amd. Sec. 3, Ch. 127, L. 1961; amd. Sec. 2, Ch. 267, L. 1971.

Amendments

The 1971 amendment completely rewrote the section. For previous text, see parent volume.

82-1906. (289) **Contracts for printing and supplies.** The state purchasing agent shall have exclusive power to contract for all printing and to purchase, sell, or otherwise dispose of, or to authorize, regulate and control the purchase, sale or other disposition of, all materials and supplies, service, equipment, and other physical property of every kind, required by any state institution or by any department of the state government; and to purchase or cause to be purchased all needed commissary supplies, and all raw material and tools necessary for any manufacturing carried on at any of said institutions; and to sell all manufactured articles, and collect the money for the same, and generally to regulate and control all purchases by any department of the state government, or by any state institution; and also to furnish, repair, and maintain the executive residence for the governor. The state purchasing agent shall remit to the state treasurer all moneys received from the sale of property belonging to the state of Montana, said moneys to be by the treasurer credited to the general fund.

History: En. Sec. 6, Ch. 197, L. 1921; re-en. Sec. 289, R. C. M. 1921; amd. Sec. 5, Ch. 80, L. 1961.

References

Miller Ins. Agency v. Porter, 93 M 567, 577, 20 P 2d 643; Holtz v. Babcock, 143 M 341, 389 P 2d 869.

Cross-References

Printing defined, sec. 19-103.1.

Collateral References

States⇨94.
81 C.J.S. States § 114.

75-6813. Lapse of budgeted appropriations and provision for unpaid claims. All appropriations for a budgeted fund in the regular or emergency budget for a given school fiscal year shall lapse on the last day of such school fiscal year except the appropriations for uncompleted improvements in progress of construction. Any lawful claim presented to the district for payment under a lapsed appropriation shall be an obligation of the budget for the next ensuing school fiscal year.

History: En. 75-6813 by Sec. 249, Ch. 5, L. 1971.

Collateral References

Schools and School Districts⇐93.

79 C.J.S. Schools and School Districts § 339.

75-7708. Program and budget categories for post-secondary vocational-technical education centers. The board of education shall have the sole authority for the approval of the post-secondary vocational-technical education programs and their budgets. Such programs and budgets shall be placed into three categories defined as:

(1) Maintenance and operation. The maintenance and operation category shall include programs and costs for instruction; vocational guidance and counseling; job placement; travel of pupils and personnel while engaged in a program; acquisition, maintenance, and repair of equipment; and the rental of necessary emergency facilities for not more than one year.

(2) Construction. The construction category shall include the program and cost for construction of new buildings; acquisition, expansion, remodeling and alteration of existing buildings; site acquisition and improvements; architectural fees; and the purchase of initial equipment.

(3) Ancillary services. The ancillary services category shall include the program and cost for the services and activities necessary to assure quality in the post-secondary vocational-technical center's instruction, such as supervision and administration of the center, program evaluation, special demonstration and experimental programs, and development of instructional materials and curriculum.

The trustees of the designated district or other governing board where the post-secondary vocational-technical center is located shall submit program proposals and the related budgets on the basis of these categories and in accordance with the program and budget approval procedure prescribed by the board of education.

History: En. 75-7708 by Sec. 411, Ch. 5, L. 1971.

75-7709. Sources of financing for post-secondary vocational-technical center budgets and board of education administration. The total of the budgets approved by the board of education together with the budget for the cost of state administration of the post-secondary vocational-technical centers shall constitute the total maximum approved, state-wide budget which shall be financed as follows:

(1) The primary source of financing is to be those funds specifically designated by legislative enactment or referendum by the people for financing post-secondary vocational-technical education in Montana.

(2) The board of county commissioners of each county in which a designated post-secondary vocational-technical center is located is hereby authorized to levy a tax of not to exceed one (1) mill on the dollar of all taxable property, real and personal, within the county for the support and maintenance of the post-secondary vocational-technical center located within the said county.

(3) Designated post-secondary vocational-technical centers shall be eligible to receive such funds from the federal government as the board of education may provide pursuant to applicable Acts of Congress.

(4) If the aggregate financing provided by the above sources of revenue does not provide one hundred per cent (100%) financing of the maximum approved, state-wide budget, the remaining deficiency shall be financed from any state funds appropriated by the legislature for post-secondary vocational-technical education.

The board of education shall direct the distribution of the funds specified in subsections (1), (3), and (4) of this section on the basis of the budgets approved by the board of education. The funds earned by the mill levy specified in subsection (2) of this section shall be credited by the county treasurer to the post-secondary vocational-technical center fund.

The board of education shall determine the amount of financing available from these four sources of revenue and may approve budgets for maintenance and operation, construction and ancillary services. The aggregate amount of the budgets so approved by the board of education for post-secondary vocational-technical centers shall not exceed the moneys determined to be available.

History: En. 75-7709 by Sec. 412, Ch. 5, L. 1971.

Cross-Reference

Post-secondary vocational-technical center fund, sec. 75-7208.

79-2301. Title and purpose of act. This act may be cited as "The Legislative Audit Act." Because the legislative assembly is responsible for authorizing the expenditure of public moneys, designating the sources from which moneys may be collected, shaping the administration to perform the work of state government, and is held finally accountable for fiscal policy, the legislative assembly should also be responsible for the audit of fiscal accounts and records so that it may be assured that its directives have been faithfully carried out. It is the intent of this act that each agency of state government be audited for the purpose of furnishing the legislative assembly with factual information vital to the discharge of its legislative duties.

History: En. Sec. 1, Ch. 249, L. 1967.

Title of Act

"The Legislative Audit Act" creating a legislative audit committee and the office of legislative auditor and providing for the audit of state agencies by the legislative auditor; amending sections 82-1002, 82-1005, 82-1007, 82-1009, 82-110, 71-206, 4-347, 4-230, and 5-910, R. C. M. 1947; repealing sections 82-1014, 82-1015, 82-1016, 84-4403, 84-4404, and 84-4405, R. C. M. 1947, and providing an effective date.

82-1008. (215) **Examination of accounts of cities, towns and certain school districts, and fire districts.** The state examiner in addition to the duties now imposed upon his office, shall have the power and authority and it shall be his duty, to make at least one (1) examination each year of the books and accounts of all incorporated cities and towns.

The state examiner shall have the power and authority, and it shall be his duty, to make at least one (1) examination during each fiscal year of the books and accounts of all school districts of the first and second class and of third class districts maintaining a high school, in like manner as is now required by law for the examination of the books and accounts of state and county officers.

A copy of the examiner's report shall be filed with the county superintendent of schools, the state superintendent of public instruction, and the clerk of the school district, and any citizen of the state of Montana shall have the right to inspect, copy out and publish any of the facts therein contained.

The state examiner shall have the power and authority and it shall be his duty to make at least one (1) examination during each fiscal year (of) the books and accounts of all fire districts and volunteer fire departments created and existing in unincorporated areas, towns and villages supported by a mill levy.

For such examination a fee of seven dollars fifty cents ($7.50) per hour per man shall be charged and said fee shall be paid by the fire district or fire department into the state treasury and credited by the state treasurer to the earmarked revenue fund.

A copy of such audit shall be filed with the clerk and recorder of the county in which such fire district or fire department exists.

The costs incurred by the state examiner and his assistants in conducting the examinations of county-free high schools, school districts or departments shall be reimbursed to the state at the rate of seventy dollars ($70) per day for each person engaged in an examination, and the moneys shall be paid at the conclusion of the examination to the state treasurer who shall credit such payment to the general fund of the state.

History: En. Sec. 1, Ch. 84, L. 1913; re-en. Sec. 215, R. C. M. 1921; amd. Sec. 1, Ch. 164, L. 1937; amd. Sec. 1, Ch. 169, L. 1955; amd. Sec. 1, Ch. 137, L. 1959; amd. Sec. 1, Ch. 125, L. 1963; amd. Sec. 1, Ch. 141, L. 1963; amd. Sec. 3, Ch. 256, L. 1971.

Amendments

The 1971 amendment deleted the former third paragraph, for text of which see parent volume; added the final paragraph; and made a minor change in phraseology.

75-6608. School isolation. The trustees of any district operating an elementary school of less than ten (10) ANB or a high school of less than twenty-five (25) ANB shall apply to have the school classified as an isolated school. The application shall be submitted by the trustees to the county superintendent by the first day of May each year. Such application shall include:

(1) the name of each pupil who will attend the school during the ensuing school fiscal year with the distance the pupil resides from the nearest county road or highway; and

(2) a description of conditions affecting transportation such as poor roads, mountains, rivers, or other obstacles to travel, the distance the school is from the nearest open school having room and facilities for the pupils of such school, or any other condition that would result in an unusual hardship to the pupils of the school if they were transported to another school; and

(3) any other information prescribed by the superintendent of public instruction.

The county superintendent shall submit the applications to the board of county commissioners (budget board) for their consideration on or before the fifteenth (15th) day of June. The budget board shall approve or disapprove the application on the basis of the existence of unusual obstacles to travel or the unusual distance to the nearest open school having room and facilities for the pupils of such school. The budget board also may approve an application because of the existence of other conditions which would result in an unusual hardship to the pupils of such school if they were transported to another school.

When an application is approved because of conditions other than obstacles to travel or the unusual distance to the nearest open school having available room, the county superintendent shall review such application and approve or disapprove it. If the county superintendent approves the isolated classification, he shall send the application indicating his approval and the budget board's approval to the superintendent of public instruction before the fourth Monday of June. The superintendent of public instruction shall approve or disapprove such application for isolated classification.

History: En. 75-6608 by Sec. 206, Ch. 5, L. 1971.

75-7701. Definitions. As used in this Title, unless the context clearly indicates otherwise:

"Vocational education" means the instruction to prepare or improve the pupil for gainful employment that does not require a baccalaureate or higher degree. This definition of vocational education shall include guidance and prevocational, related or technical instruction necessary to prepare the pupil for further vocational education or for entry into employment.

"Post-secondary vocational-technical education" means vocational-technical education of post-secondary vocational-technical pupils which is conducted by a post-secondary vocational-technical center or other programs as designated by the board of education. Post-secondary vocational-technical education shall include the 13th and 14th year and beyond but will not include work toward a baccalaureate degree.

"Post-secondary vocational-technical pupil" means a person who has completed or left school, is at least sixteen (16) years of age, and is available for study in preparation for entering the labor market, for re-entering the labor market, or for employment stability or advancement in employment.

"Post-secondary vocational-technical center" means a school used principally for the provision of post-secondary vocational-technical education to persons who qualify as post-secondary vocational-technical pupils. These centers are designated by the board of education upon direction by the legislature. All other public or private schools are hereby prohibited from using this title.

History: En. 75-7701 by Sec. 404, Ch. 5, L. 1971.

75-7710. Local administration. The trustees or governing board of a post-secondary vocational-technical center shall administer such center according to the requirements of the laws of the state of Montana, the policies of the board of education, and the regulations of the superintendent of public instruction. If, in construing such laws, there is a conflict between the laws providing for post-secondary vocational-technical centers and any other laws governing the operation of schools, the former shall have the controlling authority.

History: En. 75-7710 by Sec. 413, Ch. 5, L. 1971.

75-7702. Duties of board of education. The board of education shall be the governing board of the state of Montana for vocational education. The board of education shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, co-ordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the board of education policies shall include:

(1) a state plan for such development;

(2) standards for vocational education courses and programs;

(3) instructor qualifications for vocational education courses and programs;

(4) criteria for approval of vocational education courses and programs which are to receive financial assistance;

(5) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;

(6) a basis for apportionment of all moneys received by the state of Montana for vocational education from the federal government in accordance with the Acts of Congress;

(7) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities; and

(8) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education.

History: En. 75-7702 by Sec. 405, Ch. 5, L. 1971.

79 C.J.S. Schools and School Districts § 485.
47 Am. Jur. 441, Schools, § 200.

Collateral References
Schools and School Districts⇐164.

75-7704. District authorization to establish and maintain vocational education courses and programs. The trustees of any district, community college district, or unit of the Montana university system may establish and maintain a vocational education course or program that complies with the vocational education standards adopted by the board of education. In order for a course or program to be eligible for state or federal financing, it shall be approved by the board of education.

History: En. 75-7704 by Sec. 407, Ch. 5, L. 1971.

75-7708. Program and budget categories for post-secondary vocational-technical education centers. The board of education shall have the sole authority for the approval of the post-secondary vocational-technical education programs and their budgets. Such programs and budgets shall be placed into three categories defined as:

(1) Maintenance and operation. The maintenance and operation category shall include programs and costs for instruction; vocational guidance and counseling; job placement; travel of pupils and personnel while engaged in a program; acquisition, maintenance, and repair of equipment; and the rental of necessary emergency facilities for not more than one year.

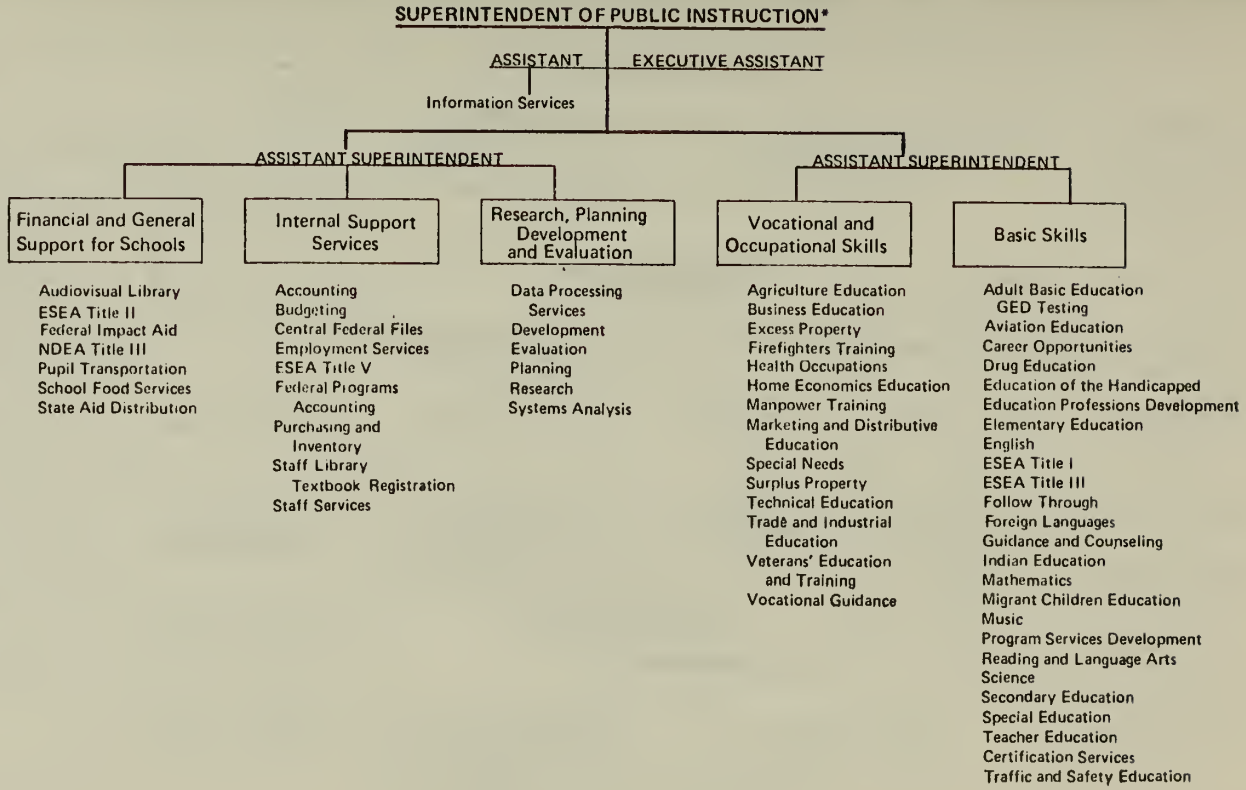
(2) Construction. The construction category shall include the program and cost for construction of new buildings; acquisition, expansion, remodeling and alteration of existing buildings; site acquisition and improvements; architectural fees; and the purchase of initial equipment.

(3) Ancillary services. The ancillary services category shall include the program and cost for the services and activities necessary to assure quality in the post-secondary vocational-technical center's instruction, such as supervision and administration of the center, program evaluation, special demonstration and experimental programs, and development of instructional materials and curriculum.

The trustees of the designated district or other governing board where the post-secondary vocational-technical center is located shall submit program proposals and the related budgets on the basis of these categories and in accordance with the program and budget approval procedure prescribed by the board of education.

History: En. 75-7708 by Sec. 411, Ch. 5, L. 1971.

State of Montana

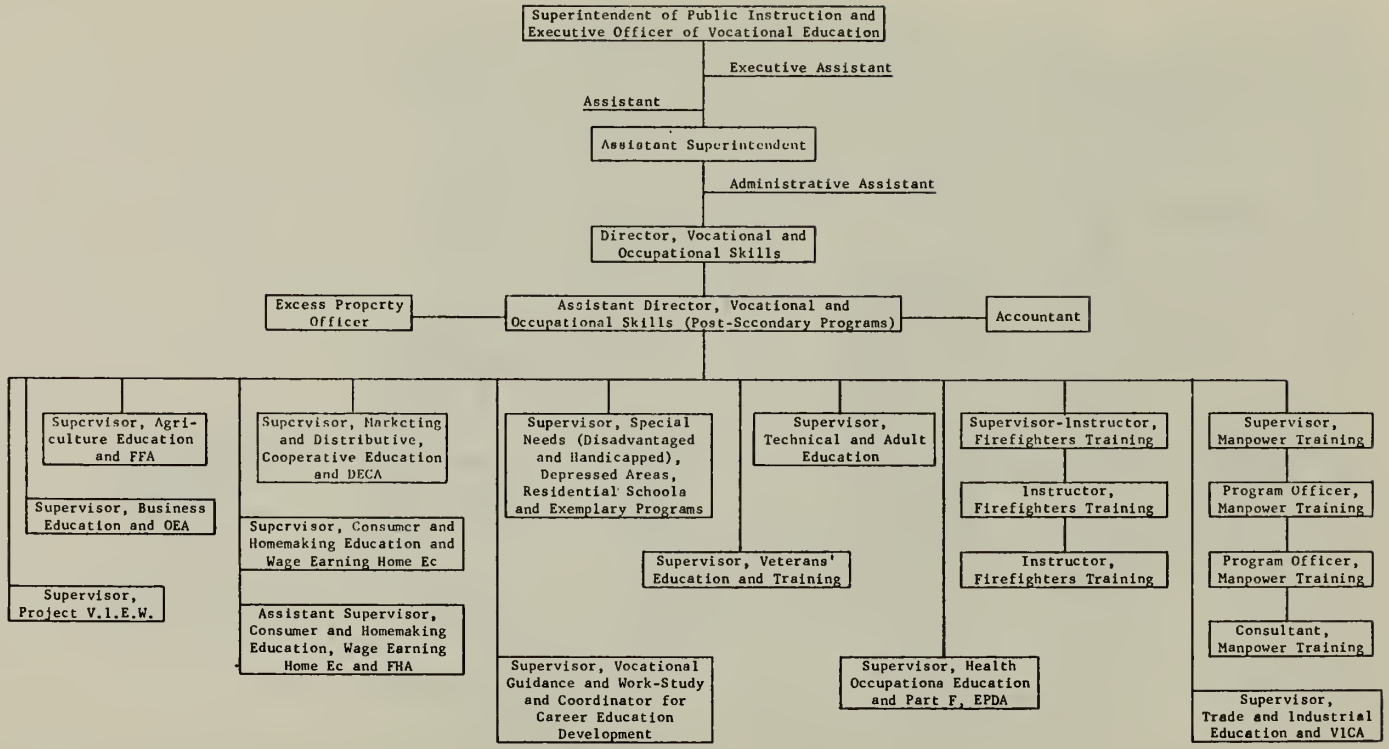


*Also Executive Officer of Vocational Education and Secretary of the Board of Education

Initiated March, 1972
Effective July, 1972

ORGANIZATION CHART

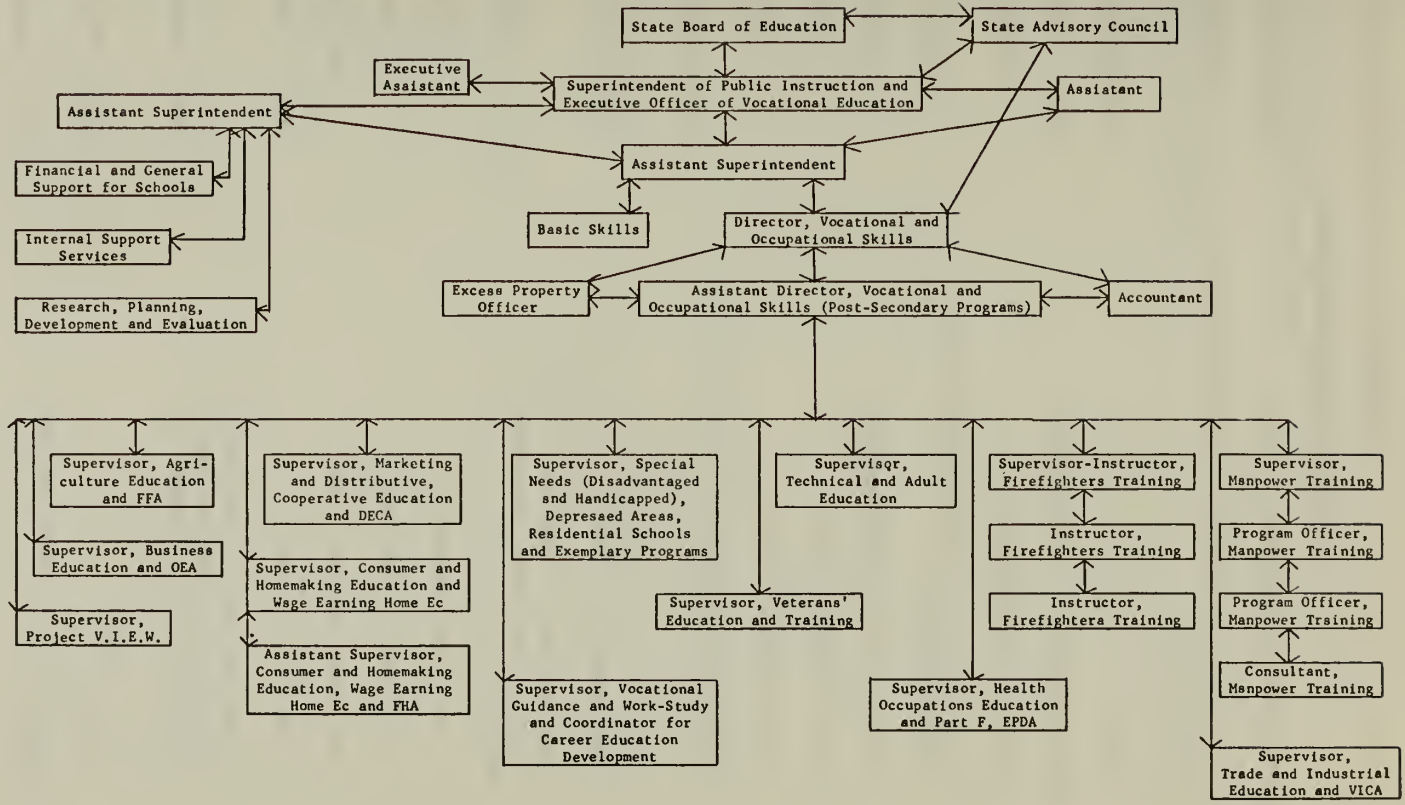
Vocational and Occupational Skills*


Superintendent of Public Instruction and Executive Officer of Vocational Education
Executive Assistant
Assistant
Assistant Superintendent
Administrative Assistant
Director, Vocational and Occupational Skills
Excess Property Officer
Assistant Director, Vocational and Occupational Skills (Post-Secondary Programs)
Accountant
Supervisor, Agriculture Education and FFA
Supervisor, Business Education and OEA
Supervisor, Project V.I.E.W.
Supervisor, Marketing and Distributive, Cooperative Education and DECA
Supervisor, Consumer and Homemaking Education and Wage Earning Home Ec
Assistant Supervisor, Consumer and Homemaking Education, Wage Earning Home Ec and FHA
Supervisor, Special Needs (Disadvantaged and Handicapped), Depressed Areas, Residential Schools and Exemplary Programs
Supervisor, Vocational Guidance and Work-Study and Coordinator for Career Education Development
Supervisor, Technical and Adult Education
Supervisor, Veterans' Education and Training
Supervisor-Instructor, Firefighters Training
Instructor, Firefighters Training
Instructor, Firefighters Training
Supervisor, Health Occupations Education and Part F, EPDA
Supervisor, Manpower Training
Program Officer, Manpower Training
Program Officer, Manpower Training
Consultant, Manpower Training
Supervisor, Trade and Industrial Education and VICA

*Vocational and Occupational Skills component as it appears under the Superintendent of Public Instruction.

FLOW CHART

Office of the Superintendent of Public Instruction


State Board of Education
State Advisory Council
Executive Asaistant
Superintendent of Public Instruction and Executive Officer of Vocational Education
Assiatant
Assistant Superintendent
Financial and General Support for Schools
Internal Support Services
Research, Planning, Development and Evaluation
Assistant Superintendent
Basic Skills
Director, Vocational and Occupational Skills
Excess Property Officer
Assistant Director, Vocational and Occupational Skills (Post-Secondary Programs)
Accountant
Supervisor, Agriculture Education and FFA
Supervisor, Business Education and OEA
Supervisor, Project V.I.E.W.
Supervisor, Marketing and Distributive, Cooperative Education and DECA
Supervisor, Consumer and Homemaking Education and Wage Earning Home Ec
Assistant Supervisor, Consumer and Homemaking Education, Wage Earning Home Ec and FHA
Supervisor, Special Needs (Disadvantaged and Handicapped), Depresaed Areas, Residential Schools and Exemplary Programs
Supervisor, Vocational Guidance and Work-Study and Coordinator for Career Education Development
Supervisor, Technical and Adult Education
Supervisor, Veterans' Education and Training
Supervisor-Instructor, Firefighters Training
Instructor, Firefighters Training
Instructor, Firefighters Training
Supervisor, Health Occupations Education and Part F, EPDA
Supervisor, Manpower Training
Program Officer, Manpower Training
Program Officer, Manpower Training
Consultant, Manpower Training
Supervisor, Trade and Industrial Education and VICA

APPENDIX I
1.14-2

DIRECTORY

Vocational and Occupational Skills

Director (Administration and Supervision) . . . . . Benjamin A. Ulmer

Assistant Director (Post-Secondary Programs) . . . . . Mike Bullock

Excess Property Officer . . . . . Larry Fritz

Accountant . . . . . Russell McDonald

Supervisor, Agriculture Education and FFA . . . . . Basil C. Ashcraft

Supervisor, Business Education and OEA . . . . . Mrs. Dee Willits

Supervisor, Marketing and Distributive, Cooperative Education and Deca . . . . . James Bowman

Supervisor-Instructor, Firefighters Training . . . . . James Macklin

Instructor, Firefighters Training . . . . . Louis Smith

Instructor, Firefighters Training . . . . . John Horn

Supervisor, Health Occupations Education and Part F, Education Professions Development Act . . . . . Mrs. Barbara Crebo

Supervisor, Consumer and Homemaking Education and Wage Earning Home Economics . . . . . Miss Flora Martin

Assistant Supervisor, Consumer and Homemaking Education, Wage Earning Home Economics and FHA . . . . . Miss Betty Lou Hoffman

Supervisor, Manpower Training . . . . . Tom Ryan

Program Officer, Manpower Training . . . . . Val Matross

Program Officer, Manpower Training . . . . . Dale Bryson

Consultant, Manpower Training . . . . . William J. Cunneen

Supervisor, Special Needs (Disadvantaged and Handicapped), Depressed Areas, Residential Schools and Exemplary Programs . . . . . Alan J. Anderson

Supervisor, Technical Education and Adult Education . . . . . Kenneth J. Minnaert

Supervisor, Trade and Industrial Education and VICA . . . . . Kenneth J. Minnaert

Supervisor, Veterans' Education and Training . . . . . .William C. Howard

Supervisor, Vocational Guidance and Work-Study and Coordinator for Career Education Development . . . . . Delbert L. Gustin

Supervisor, V.I.E.W. (Vital Information for Education and Work) Project . . . . . William J. Cunneen

COOPERATIVE AGREEMENT
between the
Montana Employment Security Commission
and the
Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Employment Security Commission and the Superintendent of Public Instruction to bring about closer working relationships and to render more effective selected functions of each agency pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The Superintendent of Public Instruction, as executive officer for vocational education, agrees to:

a. Furnish information to the Montana Employment Security Commission regarding enrollment as well as vocational-technical training programs conducted at the various schools throughout the state.

b. Seek the services of counselors, specialists, consultants, and other resource personnel of the State Employment Service when this is deemed necessary and beneficial.

c. Disseminate information concerning job opportunities, job outlook projections and any other relevant employment information supplied by the State Employment Service beneficial to school administrators, supervisors, vocational counselors and teachers.

d. Encourage the wise use of job information supplied by the State Employment Service to school staff personnel and students enrolled in vocational-technical courses.

e. Assure that educational agencies supply the State Employment Service with information regarding the occupational qualifications of persons having completed or who are completing vocational education courses.

f. Perform, cooperatively with the State Employment Service, such other activities which will aid in job training and placement.

The Montana Employment Security Commission agrees to:

a. Supply job resource materials to administrators, supervisors, counselors and teachers of vocational-technical education.

b. Counsel prospective trainces in vocational preparatory programs upon request by school administrators.

c. Counsel prospective trainees in vocational part-time and extension programs and encourage them with their interests and training.

d. Disseminate information regarding training opportunities and schools which may be made available to prospective students of the state.

e. Carry out testing programs for applicants to reveal potentialities, aptitudes, interests and performance abilities, upon request by the school administrator.

f. Aid in the selection and referral of applicants to job openings.

g. Provide specialized service for handicapped, disadvantaged and unemployed youth.

h. Compile, analyze and disseminate labor market and employment orientation information for appropriate educational agencies and institutions.

i. Refer applicants to other appropriate agencies for services not provided by the State Employment Service.

j. Participate in state and community educational programs to promote full employment.

Joint consideration will be given to the results of periodic evaluations of manpower programs and services in light of information regarding current and projected manpower needs and job opportunities and to the relative vocational education needs of all population groups in all communities of Montana.

State Superintendent of Public Instruction	Chairman, Montana Employment
Date	Date

COOPERATIVE AGREEMENT
between the
Montana Department of Social and Rehabilitation Services
and the
Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Department of Social and Rehabilitation Services and the Superintendent of Public Instruction to bring about closer working relationships in developing a comprehensive plan of vocational education for handicapped persons pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The Superintendent of Public Instruction, as executive officer for vocational education, agrees to:

a. Work cooperatively and jointly with the Department of Social and Rehabilitation Services in developing a comprehensive plan for the vocational education of handicapped persons.

b. Coordinate the activities of the Office of the Superintendent of Public Instruction with the Department of Social and Rehabilitation Services in the development and administration of the State Plan to the extent that handicapped persons are affected.

c. Designate a member of staff to serve as a liaison representative to the Department of Social and Rehabilitation Services.

d. Refer promptly to the Department of Social and Rehabilitation Services all information regarding special programs and schools conducting programs and services for handicapped persons.

e. Supply such supplementary data on handicapped persons relevant to vocational education opportunities and capabilities.

f. Provide, whenever possible, supervisory services in the training of handicapped persons.

g. Refer promptly to the Department of Social and Rehabilitation Services such cases which are failing to respond to training to which they were committed and make recommendations for recycling of training.

h. Seek the services of counselors, specialists, consultants and other resource personnel of the Department of Social and Rehabilitation Services when this is deemed necessary and beneficial.

i. Perform cooperatively with the Department of Social and Rehabilitation Services such other activities which will aid in training handicapped persons for employment.

The Montana Department of Social and Rehabilitation Services agrees to:

a. Work cooperatively and jointly with the Office of the Superintendent of Public Instruction in developing a comprehensive plan for vocational education of handicapped persons.

b. Coordinate the activities of the Department of Social and Rehabilitation Services with the Office of the Superintendent of Public Instruction to assist in the development and administration of the State Plan to the extent that handicapped persons are affected.

c. Designate a member of its staff to serve as a liaison representative to the Office of the Superintendent of Public Instruction.

d. Refer promptly to the Office of the Superintendent of Public Instruction all information regarding cases which may be recommended for special training.

e. Supply such supplementary data on handicapped persons relevant to vocational education.

f. Assist, whenever possible, in the supervision of training of handicapped persons.

g. Supply, whenever possible, resource materials as well as counseling and consultant services to the training of handicapped persons.

h. Disseminate information regarding training opportunities and schools which may be made available to handicapped persons.

i. Carry out testing programs for applicants to reveal potentialities, aptitudes, abilities and interests upon request of the school administrator.

j. Aid in the selection and referral of applicants to possible vocational education opportunities.

k. Perform, cooperatively with the Office of the Superintendent of Public Instruction, such other activities which will aid in training handicapped persons.

Joint consideration will be given to the results of periodic evaluations of programs and services for handicapped persons in regard to their success in meeting the needs of such persons to become employable and take their rightful place in the mainstream of life.

State Superintendent of Public Instruction	Director, Department of Social and Rehabilitation Services
Date	Date

§102.156 Transfer of allotments

(a) Any portion of the amount allotted to any State for any fiscal year from funds appropriated under section 102(a) of the Act for the purposes of part B or part C of the Act which the Commissioner determines will not be required for such purposes for that fiscal year may, upon the approval of the Commissioner pursuant to paragraph (c) of this section, be transferred to or combined with one or more of the other allotments to the State for the same fiscal year under the Act. The amount so transferred is subject to the same conditions and requirements as the allotment to which it is transferred, and is no longer subject to the conditions and requirements as the allotment from which it was transferred. Thus, any reference in this part to "funds allotted under the Act" refers also to transferred funds included as a part of an allotment under the Act.

(b) A State board desiring to transfer funds from its allotment of funds appropriated under section 102(a) of the Act to another allotment under the Act shall submit as part of its annual State plan or amendment thereto a request for such a transfer. Such request shall indicate how the annual plan will be affected by the transfer and will provide information to permit application of the following criteria:

(1) The need for the funds to be transferred is substantially greater for the purpose of the allotment to which the transfer will be made than for the purposes of part B or part C of the Act, as the case may be;

(2) The transfer will permit a use of funds for a purpose or in a manner which would not be permitted under part B or part C of the Act;

(3) The funds to be transferred will be used effectively for the purpose of the allotment to which they are to be transferred; and

(4) The transfer of funds will result in the most effective use of such funds.

(c) The Commissioner will approve the State board's request for transfer of funds if he is satisfied that the transfer will meet the criteria set forth in paragraph (b) of this section; otherwise, he will disapprove such request. Such approval or disapproval will be based on information submitted by the State board with its request pursuant to paragraph (b) of this section, or on any other estimates, reports, and information available to the Commissioner which have been submitted by the State board or obtained by the Commissioner through independent investigation.

§102.157 Reallotment

(a) (1) Any amount of any state's allotment under any part of the Act except part D which the Commissioner determines is not required for carrying out the State's plan under that part and which has not been transferred to another allotment within the State pursuant to §102.156 will be available for reallotment to other states on such dates as the Commissioner may fix for the purpose for which the amount was originally allotted.

(2) Any amount of any state's allotment under parts B and F of the Act which the State is required by §§102.59 and 102.92(c) to expend for a particular purpose (i.e., vocational education for disadvantaged persons, vocational education for handicapped persons, postsecondary vocational education, or consumer and homemaking education in economically depressed and high unemployment areas) and which the Commissioner

determines will not be expended for such purpose shall be available for reallotment to other states only for such purpose.

(3) The amount of any reallotment pursuant to subparagraphs (1) and (2) of this paragraph shall be deemed to be part of the State's allotment for such fiscal year. Thus, any reference in this part to "funds allotted under the Act" refers also to reallotted funds included as a part of an allotment under the Act.

(b) Any determination by the Commissioner pursuant to paragraph (a) will be made on the basis of (1) a certified statement submitted by the State affirming that the State does not require the full amount of one or more of its original allotment(s) to carry out its plan, (2) reports and information acquired by the Commissioner either from the State or from independent investigation indicating that the State does not require the full amount of one or more of its original allotment(s), or (3) both. Within a reasonable time prior to the date fixed for reallotment of funds, the Commissioner will notify the State of his determination affecting the State's allotment(s) and either modify the amount certified for payment to the State or, if payment has already been made, direct the State to return to the United States whatever amount the Commissioner determines the State does not need.

(c) Reallotments will be made to other states in proportion to their original allotment for the fiscal year in which the original allotment was made; except that, subject to the provisions in paragraph (d) of this section, such reallotments to such other states will be reduced to the extent which the Commissioner estimates such state needs and will be able to use under its plan without delay for such fiscal year. The total of such reductions will then be reallotted among those states not suffering such a reduction in proportion to their original allotment except to the extent specified in the preceding sentence, and then reallotted as many times as necessary to exhaust such amount. Such estimate by the Commissioner will be made on the basis of (1) the certified statement submitted by the State pursuant to paragraph (b) of this section affirming that the State does not require the full amount of its original allotment to carry out its plan, (2) a request for reallotment by the State and its supporting certified statement indicating the amount of additional funds it needs and will be able to use effectively to carry out its plan, (3) reports and information acquired by the Commissioner either from the State board or from independent investigation, or (4) any or all of the above. Within a reasonable time before the date fixed for reallotment, the Commissioner will notify the State of the amount of reallotted funds (if any) the State shall receive.

(d) Any state which the Commissioner has determined, either on the basis of certified statements from the State or from other reports or information available to him, (1) does not require the full amount of its original allotment to carry out its plan, or (2) does not need or will not be able to use effectively the full amount of its proportionate share of funds to be reallotted, may, on or before the date fixed for reallotment, request that the Commissioner reconsider his determination affecting the original allotment or anticipated reallotment to such state, and submit with its request additional supporting information and data. If the Commissioner's determination is based in whole or in part on certified statements submitted by the State itself, the State may submit to the Commissioner an amendment to such certification on or before the date fixed for reallotment. The Commissioner, in making his reallotment of funds to the States, will take into consideration all such amendments and additional information furnished by the State with its request for reconsideration of the Commissioner's determination. All decisions made by the Commissioner regarding the reallotment of

funds are final once reallotment is made.

§102.59 Percentage requirements with respect to uses of Federal funds

(a) *Application of percentage requirements.* The State plan shall provide that allocations of Federal funds pursuant to §102.52 shall comply with the following requirements with respect to the use of Federal funds:

(1) *Vocational education for disadvantaged persons.* At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

(2) *Postsecondary vocational education.* At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is excess of its base allotment, whichever is greater, shall be used only for postsecondary vocational education.

(3) *Vocational education for handicapped persons.* At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

(b) *Definition of base allotment.* As used in this section, the term "base allotment" means the sum of the allotments to a state for fiscal year 1969 from sums appropriated under (1) section 2 of the Vocational Education Act of 1963 before its amendment by the Vocational Education Amendments of 1968 (20 U.S.C. 35-35n), (2) the Smith-Hughes Act (20 U.S.C. 11-15-16-28), (3) the Vocational Education Act of 1946 (20 U.S.C. 15i-15m, 15o-15q,15aa-15jj,15aaa-15ggg), and (4) the Act of March 3, 1931, relating to vocational education in Puerto Rico (20 U.S.C. 30), the Act of March 18, 1950, relating to vocational education in the Virgin Islands (20 U.S.C. 31-33), section 9 of the Act of August 1, 1956, relating to vocational education in Guam (20 U.S.C. 34), and section 2 of the Act of September 25, 1962, relating to vocational education in American Samoa (48 U.S.C. 1667).

(c) *Waiver of percentage requirements.* The percentage requirements in subparagraphs (1) and (2) of paragraph (a) may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirements impose a hardship or are impractical in their application with respect to that state. Such a finding will be made only upon the request of the state submitted through its State board as a part of its annual program plan or amendment thereto.

(d) *Vocational education meeting more than one percentage requirement.* If an expenditure for vocational education falls within more than one of the categories for which there is a percentage requirement, the total amount of the expenditure may be counted as an expenditure for vocational education in one of the categories, or prorated to each of the categories in any manner which the State board deems reasonable and proper so long as the aggregate amount prorated to the categories in which the expenditure falls does not exceed the total amount of the expenditure.

ate of Montana ffice of the Superintendent of Public Instruction olores Colburg, Superintendent elena 59601	FINANCIAL SUMMARY OF PLANS FOR VOCATIONAL EDUCATION PROGRAMS Due: April 17, 1972	

rections: See reverse side.

st. No. ☐ Elementary ☐ High School	County	City ZIP Code	School

INSTRUCTIONAL PROGRAMS	BUDGET ITEMS						
	Admin. and Supervision	Instruction	Guidance	Consultant Services	Other Current Costs	Capital Outlay	Totals
riculture	$	$	$	$	$	$	$
stributive							
alth cupations							
nsumer-memaking							
me Economics ge Earning							
siness d Office							
chnical							
ade and dustrial							
emplary							
evocational							
st-Secondary eparatory							
medial							
cational rk-Study							
ndicapped							
sadvantaged							
operative							

e attached descriptions of the proposed Plans for Vocational Education Programs and estimated dgets are a request for assistance from funds available under the Vocational Education Amendments 1968 (P.L. 90-576). This application is consistent with the purposes of the Act, complies with s provisions and is true and complete to the best of my knowledge and belief. The Assurance of mpliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

gned: Signed:

Administrative Officer*	Date	Chairman, Board of Trustees	Date

istrict superintendent or chief administrative officer of units of university system, community lleges and state institutions.

700-401.301-1/72 Rev. c

Directions:

1. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. A Financial Summary of Vocational Education Program Budgets Approved for Reimbursement will be sent to you.

2. Transfer figures from respective sections of Project Proposal for Vocational Education Program, estimated budget (F1701-401.301).

3. Budget should be posted under instructional program category from which reimbursement is requested. Example: A cooperative agriculture program for the disadvantaged. If reimbursement is desired under cooperative, budget items should be entered on cooperative instructional program line.

tate of Montana ffice of the Superintendent of Public Instruction olores Colburg, Superintendent elena 59601	FINANCIAL SUMMARY OF VOCATIONAL EDUCATION PROGRAM BUDGETS APPROVED FOR REIMBURSEMENT

e budgeted items below are items of expenditure for approved vocational education programs upon ich reimbursement will be based, as transferred from the "Budget Approved for Reimbursement" olumn of Project Proposal for Vocational Education Program, estimated budget (F1701-401.301).

st. No. ☐ Elementary ☐ High School	County	City	ZIP Code	School

NSTRUCTIONAL PROGRAMS	BUDGET ITEMS						
	Admin. and Supervision	Instruction	Guidance	Consultant Services	Other Current Costs	Capital Outlay	Totals
riculture	$	$	$	$	$	$	$
stributive							
alth cupations							
nsumer- memaking							
me Economics ge Earning							
siness d Office							
chnical							
ade and dustrial							
emplary							
evocational							
st-Secondary eparatory							
medial							
cational rk-Study							
ndicapped							
sadvantaged							
operative							

proved: Approved:

Director, ocational & Occupational Skills	Date	State Superintendent of Public Instruction	Date

269-401.301-1/72 Rev. a

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	LOCAL PLAN FOR VOCATIONAL EDUCATION Fiscal Year 1973 Due: April 17, 1972	

Directions:

1. It is suggested that the principal and vocational education staff of each school, under the general direction of the district superintendent or other educational agency administrative officer and with the advice of a local advisory committee, develop a plan for vocational education to be submitted to the state office.

2. Prepare in triplicate. After approval by the local board of education, the district superintendent or other educational agency administrative officer submit an original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

This plan covers programs in the following areas (check appropriate items):

Course Code	Vocational Education Programs[1]	Level[2] E	S	PS	A
01.	Agriculture				
04.	Distributive				
07.	Health Occupations				
09.01	Consumer-Homemaking				
09.02	Home Economics Wage Earning				
14.	Business and Office				
16.	Technical				
17.	Trade and Industrial				
	Vocational Education Special Programs[1]				
	Exemplary				
	Prevocational				
	Post-Secondary Preparatory				
	Remedial (Basic Education)				
	Vocational Work-Study				
	Handicapped				
	Disadvantaged				
	Cooperative (Part G)				

Signed: _____ Date: _____
Administrative Officer[3]

Signed: _____ Date: _____
Chairman, Board of Trustees

[1]See Definitions of Vocational Education Terms (F3027-401.301).
[2]Level: E - Elementary, S - Secondary, PS - Post-Secondary, A - Adult.
[3]District superintendent or chief administrative officer of units of the university system, community colleges and state institutions.

F3025-401.301-1/72 Rev. b

ENERAL INFORMATION (Submit a narrative covering all vocational education areas, using the following outline.)

. Estimate number of students to receive training in the total vocational education program.

. Identify number of handicapped to be served. Identify number of disadvantaged to be served.

. List local advisory committee for vocational education, by name and occupation, for the total vocational education program.

. Outline the long-range goals for serving the occupational education needs of students at all grade levels, including special target groups and adults.

Indicate how the need for the vocational education plan was determined locally, such as use of local advisory committee, cooperating agencies, manpower planning surveys, student interest surveys and other factors.

Describe the methods and procedures of evaluation you will employ which will assure that the overall program meets student needs and community and area employment demands, such as employer evaluation, student evaluation, labor market demands and advisory committee evaluations. Each agency must participate in the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

Describe provisions to assure adequate vocational guidance, such as procedures for selecting, testing, placement services, job referral, follow-up, etc.

Submit a brief narrative which will describe your school's five year (school years 1973-1978) projected plan for vocational education. This narrative should contain the following:

1. Facility improvement and/or expansion.
2. Program modifications. (Expansion of present programs and addition of new programs.)
3. Additional vocational education staff anticipated. (List by vocational education program area.)
4. Other.

Vocational education programs checked on cover page must be consistent with those indicated on the Financial Summary of Plans for Vocational Education Programs (F1700-401.301).

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROJECT PROPOSAL FOR VOCATIONAL EDUCATION PROGRAM Due: April 17, 1972	

Directions:

1. The instructors involved should help prepare this program proposal.
2. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.
3. Follow Accounting Codes for Vocational Education Programs Other than Post-Secondary Vocational-Technical Education Center Programs (F498-401.301).
4. This project should be in harmony with the school's Local Plan for Vocational Education (F3025-401.301).
5. Submit a separate project proposal for each occupational title or related group of titles for each instructional level--elementary, secondary, post-secondary, adult.

Dist. No. ☐ Elementary ☐ High School	County	City ZIP Code	School

Information about the proposed program is necessary to understand and properly evaluate the proposal in terms of the requirements set forth in the Vocational Education Amendments of 1968 (P.L. 90-576). Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.

I. GENERAL INFORMATION

A. Level of instruction--elementary, secondary, post-secondary, adult.

B. Occupation(s) and course code(s) for which training will be given. Course codes should be obtained from the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

C. Approximate dates of program:
   1. Beginning
   2. Ending

D. Estimated number of students to receive training.

E. Location, description and adequacy of facilities to be utilized for this program.

F. List advisory committee for this program, by name and occupation, if it is different from the total vocational advisory committee listed on the Local Plan for Vocational Education (F3025-401.301).

G. Indicate:
   1. The objectives in conducting this program. (The program will provide the student with substantial progress and preparation for employment or advanced vocational training. This statement does not apply to consumer-homemaking program.)
   2. For each objective, list the specific activities which will be conducted to accomplish that objective.

H. Show the relationship of the proposed program to present offerings and to long-range plans. Project program planning for five years.

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II. COURSE INFORMATION

A. Provide topic outline(s) of major units or divisions in the proposed program.

B. List instructional materials (major texts and references) to be used.

C. Indicate standards of performance expected of students at completion of program.

II. STUDENT INFORMATION

A. Give selection procedures: Age, grade level, academic and employment background of students.

B. Number of handicapped to be served in this program. Specify special considerations or provisions that will be msde to accommodate these students.

C. Number of disadvantaged to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

IV. INSTRUCTIONAL PERSONNEL

A. Give name of instructor.

B. State briefly plans for further professional development of vocational education personnel in this program, such as workshops, clinics, professional meetings, conferences, summer school and conferences and workshops sponsored by the Office of the Superintendent of Public Instruction.

C. List authorized travel for instructional personnel. Identify cost and purpose of travel, such as professional meetings, workshops, inservice meetings, conferences, youth group conferences, vocational education conferences.

V. CONSUMER-HOMEMAKING ONLY

A. Describe any local economic or sociocultural conditions in your community which may be influencing low income and high unemployment.

B. Specify how consumer education is to be an integral and significant part of your homemaking program.

C. Describe learning experiences by students in home and community that relate to the consumer-homemaking program.

VI. AUTHORIZATION

This plan must be signed by the local educational agency administrative officer and one instructor involved with the program.

Signed: _____ Date: _____
Administrative Officer*

Signed: _____ Date: _____
Program Instructor

*District superintendent or chief administrative officer of units of the university system, community colleges and state institutions.

ESTIMATED BUDGET

Directions:
1. Round off figures to nearest dollar.
2. On item 8-212 show only the salary of instructors applicable to this project.

Budget Items		Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for Reimbursement
ADMINISTRATION AND SUPERVISION			
8-111	Administrative Salaries, Professional		
8-159	Administrative Expenses, Other		
8-211	Supervisory Salaries, Professional		
8-258	Supervisory Expenses, Other		
	TOTAL ADMINISTRATION AND SUPERVISION		
INSTRUCTION			
8-212	Instructional Salaries, Professional		
8-219	Instructional Salaries, Clerical		
8-251	Instructional Supplies		
8-252	Instructional, Minor Equipment*		
8-257	Instructional, Travel		
8-259	Instructional, Other		
	TOTAL INSTRUCTION		
GUIDANCE			
8-511	Guidance Salaries, Professional		
8-512	Guidance Salaries, Clerical		
8-556	Guidance, Travel		
8-559	Guidance, Other		
	TOTAL GUIDANCE		
CONSULTANT SERVICES			
8-913	Consultants' Fees		
8-956	Consultants' Travel		
8-959	Consultants' Expenses, Other		
	TOTAL CONSULTANT SERVICES		
OTHER CURRENT COSTS			
8-1051	Rental of Space		
8-1052	Insurance		
8-1053	Employer's Contribution, TRS		
8-1054	Employer's Contribution, PERS		
8-1055	Employer's Contribution, Social Security		
8-1058	Instructional Equipment, Repair & Maintenance		
8-1059	Other Expenses		
	TOTAL OTHER CURRENT COSTS		
CAPITAL OUTLAY			
8-1164	Instructional Major Equipment, Purchase**		
	TOTAL CAPITAL OUTLAY		
	GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than $200.
**Include all instructional equipment having a unit cost of $200 or more. See page 4 for Itemized List of Major Instructional Equipment.

ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment to be purchased having a unit cost of $200 or more.

Name of Equipment	Description*	Quantity	Total Cost
			$
		Total	$

*Brief description of equipment: type, make, size, model, etc.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	APPLICATION FOR APPROVAL OF VOCATIONAL EDUCATION PERSONNEL	

Directions:
District superintendent or other educational agency administrative officer submit one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. Submit only for instructors not previously approved and for instructors who have received additional work experience and/or course work. This form must be submitted no later than two weeks prior to start of instructional program.

Name of Applicant: _____ Date: _____

School: _____ City: _____ Zip Code: _____

Vocational Education Program: _____

Class of teaching certificate presently held: _____ Endorsements: _____

Professional vocational education courses completed (subject related methods, philosophy of vocational education, etc.):

Course Code	Name of Course	Quarter Credits	Institution

Occupational experience in certificate endorsed area (other than teaching):

Name and Address of Employer	Dates of Employment From To	Title of Position and Nature of Duties

Signed: _____ Applicant

Verified by: _____ Administrative Officer

Date: _____ Dist. No. _____ County: _____

For Office of the Superintendent of Public Instruction use only:

Approval: _____ Date: _____

Provisions: _____ Signed: _____ Supervisor

F1703-401.301-1/72 Rev. b

ate of Montana fice of the Superintendent of Public Instruction lores Colburg, Superintendent lena 59601	INSTRUCTIONAL SCHEDULE AND ENROLLMENT REPORT Due date: Two weeks after start of instructional program	Assigned Project Number

rections:
strict superintendent or other educational agency administrative officer submit one copy to the
rector, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction,
lena 59601 for each professional person employed in a program for which state and/or federal
nancial assistance is requested.

st. No. ☐ Elementary ☐ High School	County	City ZIP Code	School

TYPE OF PROGRAM

☐ Agriculture
☐ Distributive
☐ Health Occupations
☐ Consumer-Homemaking
☐ Home Economics Wage Earning
☐ Business and Office
☐ Technical
☐ Trade and Industrial
☐ Exemplary
☐ Prevocational
☐ Post-Secondary Preparatory
☐ Remedial (Basic Education)
☐ Handicapped
☐ Disadvantaged
☐ Cooperative

LEVEL OF PROGRAM ☐ Elementary ☐ Secondary ☐ Post-Secondary ☐ Adult

DATE PROGRAM STARTS	DATE PROGRAM ENDS

KIND OF INSTRUCTION ☐ Preparatory ☐ Supplementary ☐ Cooperative ☐ Apprentice

SCHEDULE (Complete this schedule for entire day.)

Time From	Time To	Class	No. Enrolled M	No. Enrolled F	Grade Level	Course Code No.	Days M	T	W	T	F	S

If an adult class, indicate total number of hours to be taught _____

PROFESSIONAL PERSONNEL INFORMATION

Name _____
Title _____
Class of teaching certificate presently held _____
Endorsement _____

Total Contract Salary $_____
Total Travel Budget $_____
Total Extended Employment Salary $_____
No. of Weeks Extended Employment _____

I certify that this report is true and complete to the best of my knowledge and belief.

Signed: _____ Date: _____
Administrative Officer*

strict superintendent or chief administrative officer of units of the university system,
munity colleges and state institutions.

04-401.301-1/72 Rev. b

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	BUDGET APPROVAL PROCEDURE FOR POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION CENTERS

Section 75-7708, R.C.M., 1947, as amended, established the Post-Secondary Vocational-Technical Education Center. In establishing these centers a separate method of program budget approval and financing was provided. A separate fund (Fund XXI) has been established by the Superintendent of Public Instruction to accommodate the varying procedures under Section 75-7708, R.C.M., 1947, as amendeo.

It is suggested that the director and vocational education staff, under the general direction of the district superintendent and with the advice of a local advisory committee, develop a plan for vocational education to be submitted to the state office.

All forms are to be submitted to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601 by April 3, 1972.

The procedure for preparation of the ordinary school budget and program budgets and adoption by the State Board of Education is outlined below.

A. Submission of Applications.

1. Submit original and one copy of Post-Secondary Vocational-Technical Education Center Plan for Vocational Education (F3044) and original and one copy of Post-Secondary Vocational-Technical Education Center Budget (Form 11) for total program.

2. Submit original and one copy of Post-Secondary Vocational-Technical Education Center Proposal for Vocational Education Program (F3049) and original and one copy of Post-Secondary Vocational-Technical Education Center Budget (Form 11) for each occupational title or related group of titles for each instructional level of vocational-technical education. Program areas are as follows:

Vocational Education Programs	Vocational Education Special Programs
Agriculture	Exemplary
Distributive	Remedial (Basic Education)
Health Occupations	Vocational Work-Study
Consumer-Homemaking	Handicapped
Home Economics Wage Earning	Disadvantaged
Business and Office	Cooperative (Part G)
Technical	
Trade and Industrial	Other
	Ancillary
	Contingency*

B. Application Review.

1. All program budgets shall be reviewed by the Superintendent of Public Instruction. This review shall be a basis for program recommendations by the Superintendent to the State Board of Education.

*The contingency budget item will provide for the short course program and special needs that cannot be anticipated at the time of application.

F1710-401.301-1/72 Rev. b

2. The State Board of Education shall approve, adjust or disapprove all program budgets.

3. Based upon the State Board of Education action the Superintendent of Public Instruction will complete the "State Board of Ed. Approved" column and Certificate A on the Budget (Form 11) for the total program budget before returning it to the applicant center. Budget approval is contingent upon the imposition of the one-mill county levy.

C. Ordinary School Budget Approval as provided in Section 75-7708, R.C.M., 1947, as amended.

1. The total program Budget (Form 11) returned by the Superintendent of Public Instruction shall become a supplement to the regular high school district Budget and Application for Tax Levies (Form 4). Post-secondary vocational-technical education center budgets that have been approved by the State Board of Education may not be altered by the Board of Trustees or the County Board of School Budget Supervisors in this approval procedure.

2. Certificate B on the total program Budget (Form 11) shall be signed by the Board of Trustees when it adopts the preliminary budget on the fourth Monday of June.

3. Certificate C on the total program Budget (Form 11) shall be signed by the County Board of School Budget Supervisors when it adopts the final budget on the fourth Monday of July.

4. Certificate D on the total program Budget (Form 11) shall be signed by the County Commissioners in order to levy a one-mill levy upon the county. If less than a one-mill levy is made, the program budgets are not approved (see Certificate A). Contact the Superintendent of Public Instruction for a budget adjustment.

5. Submit copies of the approved total program budget to the County Superintendent, County Treasurer, County Clerk and Recorder and the Superintendent of Public Instruction. (The County Superintendent will submit an approved copy as a part of her annual report to the Superintendent of Public Instruction (Form 6).

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION CENTER PLAN FOR VOCATIONAL EDUCATION Fiscal Year 1973 Due: April 3, 1972	

Directions:

1. It is suggested that the director and vocational education staff of each school, under the general direction of the district superintendent, and with the advice of a local advisory committee, develop a plan for vocational education to be submitted to the state office.

2. Prepare in triplicate. After approval by the local board of education, the district superintendent should submit an original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted. To be accompanied by Post-Secondary Vocational-Technical Education Center Budget (Form 11-401.301).

High School Dist. No.	County	City ZIP Code	Center

This plan covers programs in the following areas (check appropriate items):

Course Code	Vocational Education Programs[1]	Level[2] PS	Level[2] A
01.	Agriculture		
04.	Distributive		
07.	Health Occupations		
09.01	Consumer-Homemaking		
09.02	Home Economics Wage Earning		
14.	Business and Office		
16.	Technical		
17.	Trade and Industrial		
	Vocational Education Special Programs[1]		
	Exemplary		
	Prevocational		
	Post-Secondary Preparatory		
	Remedial (Basic Education)		
	Vocational Work-Study		
	Handicapped		
	Disadvantaged		
	Cooperative (Part G)		

Signed: _____ Date: _____
District Superintendent

Signed: _____ Date: _____
Chairman, Board of Trustees

[1]See definitions of Vocational Education Terms (F3027-401.301).
[2]Level: PS - Post-Secondary, A - Adult.

F3044-401.301-1/72 Rev. b

ENERAL INFORMATION (Submit a narrative using the following outline.)

. Estimated number of students to receive training in the total vocational education program.

. Identify number of handicapped to be served. Identify number of disadvantaged to be served.

. List local advisory committee for vocational education, by name and occupation, for the total vocational education program.

. Outline the long-range goals for serving the occupational education needs of students at all grade levels, including special target groups and adults.

. Indicate how the need for the vocational education plan was determined locally, such as use of local advisory committee, cooperating agencies, manpower planning surveys, student interest surveys and other factors.

. Describe the methods and procedures of evaluation you will employ which will assure that the overall program meets student needs and community and area employment demands, such as employer evaluation, student evaluation, labor market demands and advisory committee evaluations. Each agency must participate in the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

. Describe provisions to assure adequate vocational guidance, such as procedures for selecting, testing, placement services, job referral, follow-up, etc.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION CENTER PROPOSAL FOR VOCATIONAL EDUCATION PROGRAM Fiscal Year 1973 Due: April 3, 1972	

Directions:

1. The instructors involved should help prepare this proposal.
2. Prepare in triplicate. District superintendent submit original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted. To be accompanied by Post-Secondary Vocational-Technical Education Center Budget (Form 11-401.301).
3. This project should be in harmony with the Post-Secondary Vocational-Technical Education Center Plan for Vocational Education (F3044-401.301).
4. Submit a separate proposal for each occupational title or related group of titles for each instructional level--post-secondary, adult.

High School Dist. No.	County	City ZIP Code	Center

Information about the proposed program is necessary to understand and properly evaluate the proposal in terms of the requirements set forth in the Vocational Education Amendments of 1968 (P.L. 90-576). Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.

I. GENERAL INFORMATION

A. Level of instruction--post-secondary, adult.

B. Occupation(s) and course code(s) for which training will be given. Course codes should be obtained from the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

C. Approximate dates of program:
   1. Beginning
   2. Ending

D. Estimated number of students to receive training.

E. Location, description and adequacy of facilities to be utilized for this program.

F. List advisory committee for this program, by name and occupation, if it is different from the total vocational advisory committee listed on the Post-Secondary Vocational-Technical Education Center Plan for Vocational Education (F3044-401.301).

G. Indicate:
   1. The objectives in conducting this program. (The program will provide the student with substantial progress and preparation for employment or advanced vocational training. This statement does not apply to consumer-homemaking program.)
   2. For each objective, list the specific activities which will be conducted to accomplish that objective.

H. Show the relationship of proposed program to present offerings and to long-range plans. Project program planning for five years.

I. COURSE INFORMATION

A. Provide topic outline(s) of major units or divisions in the proposed program.

B. List instructional materials (major texts and references) to be used.

C. Indicate standards of performance expected of students at completion of program.

I. STUDENT INFORMATION

A. Give selection procedures: Age, grade level, academic and employment background of students.

B. Number of handicapped to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

C. Number of disadvantaged to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

/. INSTRUCTIONAL PERSONNEL

A. Give name of instructor.

B. State briefly plans for further professional development of vocational education personnel in this program, such as workshops, clinics, professional meetings, conferences, summer school and conferences and workshops sponsored by the Office of the Superintendent of Public Instruction.

C. List authorized travel for instructional personnel. Identify cost and purpose of travel, such as professional meetings, workshops, inservice meetings, conferences, youth group conferences, vocational education conferences.

. CONSUMER-HOMEMAKING ONLY

A. Describe any local economic or sociocultural conditions in your community which may be influencing low income and high unemployment.

B. Specify how consumer education is to be an integral and significant part of your homemaking program.

C. Describe learning experiences by students in home and community that relate to the consumer-homemaking program.

. AUTHORIZATION

This plan must be signed by the district superintendent and one instructor involved with the program.

Signed: _____ Date: _____
District Superintendent

Signed: _____ Date: _____
Program Instructor

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

POST-SECONDARY
VOCATIONAL-TECHNICAL
EDUCATION CENTER BUDGET
Fiscal Year 1973
Due: April 3, 1972

Directions:
See Budget Approval Procedure for Post-Secondary Vocational-Technical Education Centers (F1710-401.301). Prepare in triplicate. Submit original and one copy.

High School Dist. No.	County	City	ZIP Code	Center

PART XXI--BUDGET		Program Application	STATE USE ONLY State Board of Ed. Approved[1]
EXPENDITURES			
Administration			
21-111	Salaries, Professional	$	$
21-112	Salaries, Clerical		
21-156	Travel		
21-159	Other Expenses		
	Total--Administration	$	$
Supervision & Instruction			
21-211	Salaries, Supervisory, Professional	$	$
21-212	Salaries, Instructional, Professional		
21-218	Salaries, Supervisory, Clerical		
21-219	Salaries, Instructional, Clerical		
21-251	Supplies, Instructional		
21-252	Minor Equipment, Instructional		
21-256	Travel, Supervisory		
21-257	Travel, Instructional		
21-258	Other Expenses, Supervisory		
21-259	Other Expenses, Instructional		
	Total--Supervision & Instruction	$	$
Guidance			
21-511	Salaries, Professional	$	$
21-512	Salaries, Clerical		
21-556	Travel		
21-559	Other Expenses		
	Total--Guidance	$	$
Operation & Maintenance			
21-610	Salaries	$	$
21-620	Contracted Services		
21-640	Utilities		
21-659	Other Expenses		
	Total--Operation & Maintenance	$	$
Consultant Services			
21-913	Consultant Fees	$	$
21-956	Travel		
21-959	Other Expenses		
	Total--Consultant Services	$	$
Other Current Charges			
21-1051	Rental of Space	$	$
21-1052	Insurance		
21-1053	Contribution, TRS		
21-1054	Contribution, PERS		
21-1055	Contribution, Social Security		
21-1058	Equipment Maintenance & Repair		
21-1059	Other Expenses		
	Total--Other Current Charges	$	$
Capital Outlay (Identify)[2]			
21-1164	New Equipment	$	$
21-1165	Other		
	Total--Capital Outlay	$	$
	TOTAL PROGRAM EXPENDITURES	$	$

[1]This approved budget amount is the budget approved by the State Board of Education under the provisions of Section 75-7708, R.C.M., 1947, as amended, and will be the preliminary and final budget for budget adoption purposes.
[2]List all capital outlay expenditures of $200 or more, by item, on page 2.

Form 11-401.301-1/72 Rev. c

PART XXI--BUDGET		Program Application	STATE USE ONLY State Board of Ed. Approved[1]
REVENUES			
21-47	Primary Source	$ xxxxxxxxxxxxxx	$
21-34	County Levy (1 mill)	xxxxxxxxxxxxxx	
21-44	Federal Funds	xxxxxxxxxxxxxx	
21-46	Other State Financing (Cash Reappropriated)	xxxxxxxxxxxxxx	
	TOTAL PROGRAM REVENUE	$ xxxxxxxxxxxxxx	$

County Taxable Valuation $_____

List all capital outlay expenditures for items with an individual cost of $200 or more:

Quantity	Description of Item	Cost
		$

If more space is needed, attach additional sheet.

CERTIFICATES OF APPROVAL:

A. Approval of Budget by State Board of Education.

The State Board of Education, according to the provisions of Section 75-7708, R.C.M., 1947, as amended, hereby approves this budget for the fiscal year 1973; provided that a countywide mill levy of one mill (Item 21-34 and Certificate D) is made available for financing this budget.

Signed: _____ Date: _____
Superintendent of Public Instruction

B. Approval of Board of Trustees.

This budget is approved by the Board of Trustees of High School District No. _____, _____ County.

Signed: _____ Date: _____
Chairman, Board of Trustees

Signed: _____ Date: _____
Clerk, Board of Trustees

C. Approval of Board of School Budget Supervisors.

The Board of School Budget Supervisors of _____ County hereby approves this budget.

Signed: _____ Date: _____
Chairman, Board of School Budget Supervisors

Signed: _____ Date: _____
Clerk, Board of School Budget Supervisors

D. Levy of County Tax

The County Commissioners of _____ County hereby levy a tax of one mill on the taxable property within _____ County.

Signed: _____ Date: _____
Chairman, County Commissioners

[1]This approved budget amount is the budget approved by the State Board of Education under the provisions of Section 75-7708, R.C.M., 1947, as amended, and will be the preliminary and final budget for budget adoption purposes.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR EXEMPLARY VOCATIONAL EDUCATION PROGRAM Due: April 17, 1972	

Directions:

1. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601 with a Project Proposal for Vocational Education Program (F1701-401.301).
2. Use the following outline in describing the proposal in such terms as to communicate the purpose and operation of the program. Attach additional sheets as necessary.

Dist. No. ☐ Elementary ☐ High School	County	City ZIP Code	School

1. Describe the nature of the project which makes it exemplary.

2. State the portion of the cost of the project that will be borne by the applicant.

   $_____

3. Describe the impact the project will have on reducing youth unemployment.

4. Estimate number of students enrolled in private non-profit schools who will participate in the project and the degree and manner of their participation.

5. Indicate the use, if any, of public school personnel in facilities other than public schools.

6. Write a concise statement revealing dissemination steps the school will pursue when the project is completed, with whom and with time restraints.

7. Describe the accounting procedure to assure that local and federal funds will not be comingled.

Prepared by: _____ Title: _____ Date: _____

F1706-401.301-1/72 Rev. c

tate of Montana ffice of the Superintendent of Public Instruction olores Colburg, Superintendent elena 59601	PROPOSAL FOR COOPERATIVE OCCUPATIONAL PROGRAM Due: April 17, 1972	

irections:

. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601 with completed Project Proposal for Vocational Education Program (F1701-401.301).

. Use the following outline in describing the project in such terms as to communicate the purpose and operation of the cooperative part of the program. Attach sheets as necessary.

ist. No. ☐ Elementary ☐ High School	County	City ZIP Code	School

. Describe the cooperative arrangement between the school and employers to carry out the occupational training program. Attach a sample copy of your school-employer contract.

, Describe the supervision of the student by the school and by the employer to insure learning steps that contribute to the student's cognitive and vocational skills.

. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and student wages?

Yes ☐ No ☐

Does the program provide for liability and industrial insurance protection?

Yes ☐ No ☐

Describe the policies which govern each student's on-the-job training. Attach sample student progress form(s).

Describe the additional costs to employers for participation in the program.

Describe additional costs to students for participation in the program.

Describe the plan for involving students from nonpublic schools.

Describe the accounting procedure to assure that local and federal funds will not be comingled.

Prepared by: _____ Title: _____ Date: _____

707-401.301-1/71 Rev. c ·

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR VOCATIONAL WORK-STUDY PROGRAM Fiscal Year 1973	

Directions:
District superintendent or other educational agency administrative officer complete and submit original and one copy of this form to Director, Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action indicated.

Dist. No. ☐ Elementary ☐ High School	County	City ZIP Code	School

The local educational agency operates the following vocational education program(s). Check as appropriate.

☐ Agriculture	☐ Technical	☐ Remedial (Basic Education)
☐ Distributive	☐ Trade and Industrial	☐ Vocational Work-Study
☐ Health Occupations	☐ Exemplary	☐ Handicapped
☐ Home Economics Wage Earning	☐ Prevocational	☐ Disadvantaged
☐ Business and Office	☐ Post-Secondary Preparatory	☐ Cooperative

Employment limitations. Students, ages 15-20, inclusive, may not be employed more than 15 hours per week except during the summer when not attending classes.

Estimated number of full-time students taking vocational education courses who need financial help to stay in school. _____

Number of students who are not within reasonable commuting distance to school who need financial help to stay in school (applies only to post-secondary vocational-technical centers). _____

Estimated number of part-time jobs available for this program in the school and other public agencies. _____

Estimated number of full-time students taking vocational education courses needing employment. _____

Number of dropouts last year (all students, grades 9-14). _____

Present local activities to reduce the number of dropouts (specify).

_____

_____

_____

_____

_____

_____

Number of unemployed youth in the community. _____

F3023-401.301-1/72 Rev. d.

Number of unemployed persons in the county. (This information may be obtained from the local Employment Service Office serving your area.) _____

Amount of local funds spent by the local educational agency for student employment for the following fiscal years:

July 1, 1969 - June 30, 1970 $_____
July 1, 1970 - June 30, 1971 $_____
July 1, 1971 - June 30, 1972 $_____

Amount of local funds anticipated to be available to the local educational agency for student employment for the July 1, 1972 June 30, 1973 fiscal year. $_____

Amount of federal funds requested for work-study program for July 1, 1972 - June 30, 1973 (not more than 80% of total work-study expenditures will be reimbursed from federal funds for this period). $_____

Name and title of person who is responsible for making necessary work-study program reports to the Office of the Superintendent of Public Instruction for the local educational agency.

Name: _____ Title: _____

We agree to operate the program according to established standards for the work-study program; to keep accurate records of payments; to prepare reports for the State Board of Education on participation of students, places of employment, hours and wages; and to provide regular supervision of students each month.

We certify that this application is true and complete to the best of our knowledge and belief. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

Signed: _____ Signed: _____
Chairman, Board of Trustees Administrative Officer*

Date: _____ Date: _____

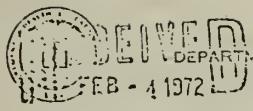
For Office of the Superintendent of Public Instruction use only.

☐ Approved ☐ Not Approved

Signed: _____
Director,
Vocational and Occupational Skills

Date: _____

*District superintendent or chief administrative officer of units of university system, community colleges and state institutions.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

January 31, 1972

Mr. William Cunneen
Assistant Superintendent
Superintendent of Public Instruction
State of Montana
Helena, Montana 59601

Dear Mr. Cunneen:

The original and one copy of a Negotiation Agreement are enclosed. These documents reflect an understanding reached between your institution and a member of my staff concerning indirect cost rates to be used on grants/ contracts with operating agencies of the Department of Health, Education, and Welfare.

Please sign the original of the Agreement and return it to me, retaining the copy for your files. Upon receipt of the signed original we will reproduce and distribute the Agreement to the various awarding agencies. of the Department.

Since the Agreement does not become effective until signed by a duly authorized representative of your institution, please give this matter your immediate attention.

Chapter 1-80 of the Department's Grants Administration Manual describes the procedure which your institution should follow in adjusting its indirect cost claim under grants to reflect the estaolishment of final indirect cost rate(s).

If you have any questions concerning the rate Agreement or Chapter 1-80 please contact this office. Your indirect cost proposal for your fiscal year ending June 30, 1974 complete with supporting financial statements, will be due in this office not later than December 31, 1972.

Sincerely yours,

Henry G. Kirschenmann, Jr.
Director, Division of Cost Policy
& Negotiation
Office of Grant Administration Policy

Enclosure

PLEASE SIGN AND RETURN THE ORIGINAL OF THE NEGOTIATION AGREEMENT.

STATE AND LOCAL DEPARTMENT/AGENCY
INDIRECT COST NEGOTIATION AGREEMENT

DATE January 31, 1972

INSTITUTION: Superintendent of Public Instruction
Helena, Montana 59601

FILING REF.: This replaces
Negotiation Agreement
dated Not Applicable

The indirect cost rate(s) contained herein are for use on grants and contracts with the Federal Government to which OMB Circular A-87 applies subject to the limitations contained in the Circular and in Section II A below. The rate(s) were negotiated by the Superintendent of Public Instruction and the Department of Health, Education, and Welfare in accordance with the authority contained in Attachment A, Section J.3. of the Circular.

SECTION I: Rates

Type	Effective Period From	To	Rate*	Locations	Applicable to
Fixed	7/1/71	6/30/73	35.0%	All	All Programs

*Base: Total direct costs less items of equipment, major sub-contracts, alterations and renovations. (See Special Remarks)

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs.

OCAP SF-6
5/5/71

OFFEN

SECTION II: General

A. LIMITATIONS: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon the conditions: (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost rate proposal and that such costs are legal obligations of the grantee/contractor, (2) that the same cost that have been treated as indirect costs have not been claimed as direct costs, and (3) that similar types of costs have been accorded consistent treatment.

B. AUDIT: Adjustments to amounts resulting from audit of the cost allocation plan upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

C. CHANGES: If a fixed or predetermined rate(s) is contained in this agreement it is based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in the organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the authorized representative of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowances.

D. THE FIXED RATE(S) contained in this agreement is based on an estimate of the costs which will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in the negotiation following such determination to compensate for the difference between that cost used to establish the fixed rate and that which would have been used were the actual costs known at the time.

E. BILLING RATES: In accordance with the agreement allocating costs of central services provided by others, adjustments have been made to properly reflect costs of central services billed and also allocated to this department.

F. NOTIFICATION TO FEDERAL AGENCIES: Copies of this document may be provided to other Federal offices as a means of notifying them of the agreement contained herein.

G. SPECIAL REMARKS: 1.) Federal programs currently reimbursing indirect costs to this Department/Agency by means other than the rate(s) cited in this Agreement should be credited for such costs and the applicable rate cited herein be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.

2. The rate cited in this agreement is not applicable to flow-through funds.

ACCEPTANCE

By the State Department/Agency

/s/

DOLORES COLBURG
Name

Superintendent of Public Instruction
Title

February 4, 1972
Date

By the Responsible Agency
For the Federal Government

/s/

Joseph J. Chiazzo
Name

Chief, State and Local Branch
Title

Dept of Health, Education, & Welfare
Agency

January 31, 1972
Date

William Gately
Negotiated by

202-755-7633
Telephone

VOCATIONAL TEACHER EDUCATION DIRECTORY

Montana State University
Bozeman, Montana 59715

Service Areas Offered

Agricultural Education

Staff Members	**Area of Specialization**
Dr. Max L. Amberson	Agricultural Education (Head)
Dr. Douglas D. Bishop	Agricultural Education
Burl Winchester	Agricultural Education

Degrees Earned in Agricultural Education (FY 1971)

Bachelor of Science - 16 degrees
Master of Science - 4 degrees

Service Areas Offered

Distributive Education

Staff Member	**Area of Specialization**
Norman L. Millikin	Distributive Education

Degrees Earned in Disbributive Education (FY 1971)

Bachelor of Science - 20 degrees
Master of Science - 14 degrees

Service Areas Offered

Nutrition
Clothing in Today's World
Weaving
Child Development (Infant and School Age)
The Adolescent
Marriage and Family Life
Current Problems of the Consumer

Staff Members	**Area of Specialization**
Angelina Oberto	Home Economics Education (Chairman)
Kathryn M. Davidson	Home Economics Education

Degrees Earned in Home Economics Education (FY 1971)

Bachelor of Science - 62 degrees
Master of Science - 6 degrees

Service Areas Offered

Office Education
Basic Business

Staff Members	Area of Specialization
Dr. Harvey Larson	Office and Basic Business Education (Chairman)
Leona F. Barnes	Office Education and Data Processing
Floyd C. Frost, Jr.	Office Education
Mrs. Josephine Placek	Office Education
Daniel G. Hertz	Office Education and Basic Business
DeForest J. Rall	Professional Vocational and Data Processing

Degrees Earned in Business Education (FY 1971)

Bachelor of Science - 34 degrees
Master of Science - 14 degrees
Doctor of Philosophy - 3 degrees

University of Montana
Missoula, Montana 59801

Service Areas Offered

Personal and Family Living
Food Economics
Elementary Nutrition
Introductory Clothing
Weaving
Child Development
Family Resource Management
Family in the Economy
Man's Shelter
The Buyer in the Market Place

Staff Member	Area of Specialization
Mrs. Vanetta Lewis	Home Economics Education (Chairman)

Degrees Earned in Home Economics Education (FY 1971)

Bachelor of Science - 50 degrees

Service Areas Offered

Business Education

Staff Members	Area of Specialization
Dr. Don Koeppen	Professional Vocational and Office Education (Chairman)
Alvhild J. Martinson	Office Education
Mrs. Margaret A. Swanson	Office Education
Bill Patton	Office Education

Degrees Earned in Office Education (FY 1971)

Bachelor of Science - 15 degrees
Master of Science - 7 degrees
Doctor of Philosophy - 1 degree

Northern Montana College
Havre, Montana 59501

Service Areas Offered

Auto Mechanics
Drafting
Electronics

Staff Members	Area of Specialization
Dr. Earl Hepler	Professional Education
Dr. Gus Korg	Professional Education
Robert Hockett	Auto Mechanics (Chairman)
Orval Brenden	Drafting (Chairman)
James Haefer	Electronics (Chairman)
Gerald Bekker	Auto Mechanics
Edmund Feeney	Auto Mechanics
Donald Martin	Auto Mechanics
James Sutich	Auto Mechanics
Michael Wojtowich	Auto Mechanics
Dale Anderson	Drafting
Valdamar Valdez	Drafting
LeRoy Osterberg	Drafting
Thomas Grady	Electronics
Richard Ives	Electronics

Degrees Earned in Trade and Industrial/Technical Education (FY 1971)

Bachelor of Science - 13 degrees
Master of Science - 10 degrees

CHARACTERISTICS OF THE DISADVANTAGED

Determination of inability to succeed in vocational education is not a simple matter and may well vary by instructional program. In the final analysis the determination of inability to succeed in the regular vocational education program is a matter of judgment which must be applied with the utmost reasonableness. The statute is directed to individuals and only those persons meeting the criterion listed below are counted as participating provided the special assistance or services are given. Knowledge of the reasons or causes for the situation are relevant only to assisting in overcoming the effect. Remedial actions or programs should be designed to treat effects of being disadvantaged.

I. **Non-English Language Background**

Students in this group come from home environments in which English is not the common language of communication. The four language categories specified below accounted for over 98 percent of the students in the bilingual education program of Title VII, Elementary and Secondary Education Act, for fiscal year 1970.

Spanish
American Indian
Eskimo
French

II. **Race/Ethnic Groups**

A. **Negro**

Self-explanatory

B. **American Indian**

Self-explanatory

C. **Spanish Surnamed**

Self-explanatory

D. **Other**

Self-explanatory

III. **Low Family Income**

A. **Welfare Recipient**

The family or the person is dependent on social agencies for economic assistance.

B. **Inadequate Income for Basic Family Needs**

This category includes those persons eligible for welfare. Family or other

income deficiencies present major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels adjusted for numbers of family members used by the Bureau of Census in tabulations of "General Social and Economic Characteristics."

IV. Migrant Worker Family

A migratory agricultural worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food processing activities.

V. Neglected and/or Delinquent

Children in this category are institutionalized or are not being provided effective home guidance and supervision.

A. Institution for Neglected Children

An institution for neglected children is a public or private nonprofit residential facility (other than a foster home) which is operated primarily for the care of, for an indefinite period of time, at least ten children who have been committed to the institution or voluntarily placed in the institution and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable state law, because of the abandonment or neglect by, or death of parents or persons acting in the place of parents.

B. Insitution for Delinquent Children

An institution for delinquent children is a public or private nonprofit residential facility which is operated primarily for the care of, for an indefinite period of time or for a definite period of time other than one of short duration, children who have been adjudicated to be delinquent children.

VI. Adults

Persons beyond the age of compulsory school attendance.

A. Functionally Illiterate

Persons who have limited ability in communication and computational skills which prevent them from obtaining stable and decent paying employment.

B. Unemployed

Persons who do not have stable and decent paying employment.

C. **Offenders**

Persons who are currently, or were formerly, committed to an institution of correction.

VII. **Dropouts**

A. **Actual**

Persons who have left school for any reason except death, before graduation or completion of a program of studies and without transferring to another school and who have not attained the age of 18 are considered dropouts.

B. **Potential**

Persons who may reasonably be expected to leave school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school and who have not attained the age of 18 are considered potential dropouts.

VIII. **Geographic-Transportation Isolated**

Persons who have severely restricted access to transportation resources and who may also have cultural traditions against modern or innovative technology that inhibit personal and occupational mobility.

A. **Rural Isolation**

Persons in sparsely settled areas, inadequately served by public services because of limited financial resources where exposure to cultural and a variety of employment opportunities is severly restricted.

B. **Urban Isolation**

Persons in heavily populated areas who reside where there is little contact with the mainstream and who are separated by economic and social restrictions.

C. **Inadequate Transportation**

DISADVANTAGED EFFECTS

The categories and definitions of the disadvantaged presented herein are designed to include all persons who cannot or are not succeeding in a regular vocational education program. For this reason, one or more allowable special services should be provided to enable the student to maximize the likelihood that he will successfully complete a vocational education program. The categories have been selected for ease of identification by the classroom teacher. Further, each category may have several remedial actions associated with it.

I. **Academically Disadvantaged**

These persons are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

A. **Language (Speaking/Comprehension) Deficiency**

Persons who are experiencing sufficient difficulty with verbal communication so that their capacity to learn is significantly reduced. Persons in this category may have one or more of the following characteristics.

Poor speech and/or limited formal vocabulary
Inability to use the formal language effectively in school
Serious language difficulties
Linguistically isolated from the population at large

1. **English is secondary language**

Persons whose language difficiency can be remedied by teaching English as a foreign language.

2. **English is primary language**

Persons whose language deficiency can be remedied by programs designed to increase language proficiency.

B. **Reading and/or Writing Deficiency**

Persons who are experiencing sufficient difficulty with reading and writing to reduce significantly their capacity to learn. Persons in this category may have one or more of the following characteristics.

Poor reading ability and limited formal vocabulary
Unable to read or write well enough to compete effectively with peers
Serious reading difficulties (possible illiterate)
Inability to write or communicate in writing

1. **English is secondary language**

Persons whose reading/writing deficiency can be treated by teaching English as a foreign language or by programs designed to achieve

proficiency.

2. **English is primary language**

Persons whose reading/writing deficiency can be treated by programs designed to increase proficiency.

C. **Computational Deficiency**

Persons whose educational background in mathematics is not adequate to perform at the level required by the vocational education program. Persons in this category may have one or more of the following characteristics.

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

D. **General Educational Deficiency**

The person who has two or more educational deficiencies, none of which is principally responsible for his inability to succeed. Persons in this category may have one or more of the following characteristics.

Unemployed or underemployed and needs training
Low achievement scores
Poor attendance record
School dropout
Potential school dropout
Unaware of educational procedures and/or opportunities
Parents or guardian unable to give guidance and support due to own lack of education.

II. **Socioeconomic or Other Nonacademic Effect**

Persons who, through present and/or past experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

A. **Behavior - Defiant Attitude Toward Others**

Persons who exhibit excessive aggressive, antisocial, or disruptive behavior. Persons in this category may have one or more of the following characteristics.

High incidence of involvement with the criminal justice system
Defiance of rules and regulations
Persists in trying to dominate the scene
Unrestrained behavior
Socially assertive and unconventional
Disrupts the school program

B. **Attitude - Passive, Apathetic**

Persons who are not succeeding or cannot succeed in a regular vocational

education program for one or more personal reasons. Persons in this category may have one or more of the following characteristics.

Exhibits no interest in learning or school work
Is discouraged in school work
Has a poor attendance record
Shows negative attitude toward learning
Lacks personal motivation, indifferent
Is a potential dropout
Is persistently truant from home and school
Has a very poor or negative self-image
Is overly sensitive to constructive criticism
Lacks experience with successful examples of his own ethnic group
Is an under-achiever
Has personal relationship problems
Has other identified disadvantagements, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancy or underemployment

III. **Economically Disadvantaged**

Persons who are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel. Persons in this category may have one or more of the following characteristics.

Geographically isolated
Needs economic assistance to enter or stay in school
Unemployed or underemployed

IV. **Other Remediable Effects**

A "catch all" remainder category that should be restricted to special situations of a local individualized nature.

CATEGORIES AND CHARACTERISTICS OF THE HANDICAPPED

Determinination of inability to succeed in vocational education is not a simple matter and may well vary by instructional program. In the final analysis the determination of inability to succeed in the regular vocational education program is a matter of judgment which must be applied with the utmost reasonableness. The statute is directed to individuals and only those persons meeting the criterion listed below are counted as participating provided the special assistance or services are given. Knowledge of the reasons or causes for the situation is relevant only to assisting in overcoming the effect. Remedial actions or programs should be designed to treat *effects* of being handicapped when the handicap interferes with success in the vocational education program.

I. **Developmentally (mentally) Retarded**

Individuals are considered developmentally (mentally) retarded when learning aptitude is significantly less than that of normal and their potential for achieving academically is estimated to be markedly less than that expected of persons with a normal learning aptitude. For educational purposes this category is divided into three classes, only two of which are found in public schools.

Criteria for inclusion in these categories requires professional diagnosis, in which conditions such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, etc., are ruled out as cause of lack of ability to succeed.

A. **Educable Retarded**

This group of developmentally (mentally) retarded individuals has a learning aptitude which precludes a level of academic functioning greater than that commonly expected of an eleven year old child, but not less than that of a seven year old child.

B. **Trainable Retarded**

This group of developmentally (mentally) retarded individuals responds more slowly to education and training than do educable retarded persons. Their learning aptitude precludes a level of academic functioning greater than that commonly expected of a seven year old child. They can be trained for jobs which require a single skill and in which adequate supervision is available.

C. **Profoundly Retarded**

This group of developmentally (mentally) retarded individuals is handicapped to the extent they require custodial or closely supervised home care.

II. **Learning Disability**

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking,

reading, writing, spelling or arithmetic. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasis, etc. This category does not include learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional distrubances or environmental disadvantages.

III. Seriously Emotionally Disturbed

Those individuals with psychiatric disturbances, without clearly defined physical cause or structural damage to the brain, which limit the ability of the individual to control his own behavior are included in this group. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

IV. Crippled

Individuals with this handicap have a limited ability in self-mobility, sitting in a classroom and/or using materials or equipment for learning because of muscular, skeletal or neuromuscular impairment.

V. Visually Handicapped

Those Individuals who have a serious eye condition which limits their ability to see. They are divided into three categories.

A. Partially Sighted

Individuals are those whose vision, after correction, is such that they can use printed materials only if they are magnified and/or if special conditions are provided. Criteria usually states the visual ability present after correction.

B. Blind

Individuals are considered blind if they have so little vision that they must substitute the senses of touch and hearing for the sight in the learning situation.

C. Deaf and Blind

Included in this group are individuals who have both handicaps to the extent that neither the sense of hearing nor sight is adequate for the learning situation.

VI. Hearing Impaired

Individuals included in this group are those whose sense of hearing is inadequate for success in the learning situation.

A. Hard of Hearing

Individuals with this handicap can hear and understand speech, but with

difficulty. The speech must be loud and the individual must use a hearing aid or lip reading along with a hearing aid to supplement his own hearing.

B. **Deaf**

Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

VII. **Speech Impaired**

Individuals included in this group are those whose speech differs from that of others to the extent that it is noticeable. Some speech disorders are (1) articulation, (2) vocal, (3) stuttering, (4) delayed speech and (5) speech disorders associated with cleft palate, hearing impairment or cerebral palsy.

VIII. **Other Health Impaired**

Included in this group are individuals who have limited strength, vitality and alertness due to chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophyllia, epilepsy, leukemia, diabetes and other illnesses.

STATE ADVISORY COUNCIL RECOMMENDATIONS AND FINDINGS

Recommendation I - **Data for Program Planning**

The Council recognizes the need for additional and valid planning for vocational education programs. The council recommends the following.

A. Greater emphasis should be placed on securing more valid data on dropouts.

B. The Office of the Superintendent of Public Instruction should give first priority to making the entry/exit/follow-up system fully operational.

C. Job market information must be collected on a national, regional, state and local basis. The cooperation of all agencies having such information is needed.

The Superintendent of Public Instruction has hired a full-time person to coordinate all data gathering activities for vocational education. This individual, who has been assigned to the Vocational and Occupational Skills component, has the responsibility of thoroughly reviewing and analyzing the vocational educaton entry/exit/follow-up system as it presently exists, modifying the present entry system and exit portion of the system and implementing the follow-up portion so vocational education student follow-up information on vocational education students graduating in 1972 will be gathered, validated and disseminated to school districts, other state agencies and the Montana Advisory Council.

This person also has the responsibility of coordinating data gathering activities with other state agencies that collect manpower data, such as the Employment Security Commission, Department of Social and Rehabilitation Services, Department of Planning and Economic Development and Montana Manpower Planning Advisory Council. By interpreting data collected by these agencies, it is anticipated that the state will obtain a truer picture of the job market at the local, state and national levels.

Recommendation II - **Financial Support of Vocational Education**

The need for additional financial support of vocational education is a concern of the council. Therefore, the council recommends the following.

A. The State Board of Education should seriously review the present priorities for expenditure of state education dollars and place additional emphasis on state support of vocational education.

B. The federal government should be encouraged to increase its financial support of vocational education to move toward matching the support provided by the state.

C. All school districts, especially those in eastern Montana should be encouraged to use the permissive mill levy for adult vocational education. This levy would finance programs for those people who cannot reach the area centers.

The State Board of Education presently is involved in a study of the school foundation program and the duplication of educational programs under its jurisdiction. In addition

to involvement in these studies, the State Board has appointed from its own members three persons to serve as a subcommittee on vocational education. The subcommittee will review present priorities for expenditure of state education dollars for vocational education and will make appropriate recommendations to the State Board relative to these priorities.

The State Board of Education and the Office of the Superintendent of Public Instruction will continue to work with the Montana Advisory Council for Vocational Education in encouraging Montana's congressional delegation to press for improved vocational education legislation.

One supervisor in the Vocational and Occupational Skills component of the Office of the Superintendent of Public Instruction has been assigned the responsibility of promoting adult education and adult vocational education programs. As part of his promotional efforts, the supervisor will encourage school districts to use the one mill adult education levy and will help them apply for support of adult education programs. The Office of the Superintendent of Public Instruction also has developed a new policy for approving adult vocational education projects. This policy allows schools to submit applications three weeks in advance of offering adult vocational education programs and to receive reimbursement for the instructor's salary upon completion of the course. School districts will be able to offer adult vocational education courses as interest in such courses arises, rather than having to project adult course offerings on a yearly basis.

Recommendation III - Development of Vocational Education Facilities

Availability of meaningful vocational education is of prime concern to the council. Therefore, the council recommends the following.

A. Additional facilities for post-secondary vocational education centers are crucially needed. The State Board should make every effort to resolve the problem of construction of the proposed Great Falls building.

B. The State Board should take action to resolve the problem of imbalance in the utilization of post-secondary facilities by two or more levels of vocational education programs.

The State Board of Education is fully aware of the need for constructing facilities to house the Billings and Great Falls Vocational-Technical Centers and the need to expand the facilities at the state's other three centers. The State Board will advise the legislature of the critical need for additional facilities to alleviate the overcrowded conditions and of the need for expansion of vocational-technical education offerings at each center.

The Vocational and Occupational Skills component of the Office of the Superintendent of Public Instruction continues to work closely with the administrators of the state's five vocational-technical centers to resolve the problem of imbalance in the utilization of their facilities. The vocational education staff has addressed itself to the problem of secondary students utilizing the post-secondary facilities and is confident that this problem will be resolved by Fiscal Year 1974.

Recommendation IV - Disadvantaged and Handicapped Students

The council recommends that the state place a greater emphasis on meeting the needs of the disadvantaged and handicapped.

To better serve handicapped and disadvantaged persons in Montana through vocational education, the Vocational and Occupational Skills component of the Office of the Superintendent of Public Instruction has developed and distributed to local school districts a document entitled, *A Guide for the Development and Installation of Occupational Training Programs and Services for Disadvantaged and Handicapped Persons.* This guide helps local districts plan and organize programs for the handicapped and disadvantaged. A concerted effort has been made during the past year and will continue to be made through Fiscal Year 1973 to identify specific needs of the handicapped and disadvantaged and to meet these needs by helping the students function in regular vocational education programs. This policy of integrating handicapped and disadvantaged students into regular vocational education programs has resulted in greater fiscal efficiency and increased services to more handicapped and disadvantaged persons.

Recommendation V - Involvement in Manpower Development

Involvement of vocational education in manpower development is of such importance that the council recommends that the State Board of Education utilize information from local advisory committees and the Office of the Superintendent of Public Instruction and that the State Board cooperate with the Montana Manpower Planning Advisory Council in coordinating vocational education program planning and development throughout the state. The State Board should make known to other manpower planning groups the availability of training through existing state vocational education programs.

The newly appointed State Board subcommittee for vocational education will establish a system for continuous gathering of information relating to existing state vocational education programs and program planning and development. The subcommittee will provide this information to the State Board of Education for consideration.

Two staff members of the Office of the Superintendent of Public Instruction serve on the Montana Manpower Planning Advisory Council. These two people have developed an excellent working relationship with this council and presently are sharing information with other agencies represented on this council concerning program coordination and planning.

Recommendation VI - Private and Public Schools

To improve the relationship among all educational agencies involved in vocational education, the council recommends that the State Board of Education initiate methods for increasing communication among public and private vocational schools.

The State Board of Education has given the Office of the Superintendent of Public Instruction the responsibility for improving communication among public and private vocational schools in Montana. Presently, the Veterans' Education and Training Supervisor in the Vocational and Occupational Skills compenent is working with the private vocational schools on their program offerings as they relate to veterans training. Also, a committee composed of representatives from the Superintendent's office and from private vocational schools has been established through legislative statute to study the status of private vocational schools and to recommend legislative action that will set standards for establishing controlling, administering and accrediting proprietary schools. The efforts of the committee over the past two years has led to improved communication among the private schools and the Office of the Superintendent of

Public Instruction.

Recommendation VII - Job Placement of Students

Students should be receiving better job placement services. The council recommends that the public schools consider job placement as important a responsibility as job training.

The Office of the Superintendent of Public Instruction will continue to encourage local school districts to establish vocational cooperative education programs which provide the student with classroom instruction and on-the-job work experience. Many of the jobs students hold on a part-time basis lead to full-time employment after graduation. Schools also have been encouraged, especially at the post-secondary level, to work closely with their local Employment Security offices, trade and labor unions, business and industry to help students find full-time employment after graduation.

Recommendation VIII - Mountain-Plains Education and Economic Development Project, Inc.

Because of the potential impact of the Mountain-Plains Education and Economic Development Project, located at the former Glasgow Air Base, the council recommends that the Board of Directors of the project establish an advisory committee to the project and that the Montana Advisory Council for Vocational Education be represented on that committee.

The Mountain-Plains Education and Economic Development Project has been designated by the U.S. Office of Education as a national career education research model in the United States. Therefore, criteria for the establishment of an advisory committee is the responsibility of the U.S. Office of Education. Presently, the Director of Vocational and Occupational Skills serves as secretary to the Board of Directors of the Project and two people have been appointed by the governors of each participating state (Montana, North Dakota, South Dakota, Wyoming, Idaho and Nebraska) to serve as state liaisons in an advisory capacity. When requested to do so, these individuals will report to the Montana Advisory Council for Vocational Education concerning the project. These appointees are in constant communication with the Director of the Mountain-Plains Education and Economic Development Project, Inc. The appointees work cooperatively with the vocational education and manpower agencies and with other appropriate agencies of the six states relating to program planning.

Recommendation IX - Publicity for Vocational Education

The council is concerned that so few people are aware of vocational education opportunities in the state. The council recommends that additional accurate and timely publicity be given to vocational education.

The Office of the Superintendent of Public Instruction, in cooperation with the Montana Advisory Council for Vocational Education and the National Advisory Council for Vocational Education, presently is working on a publicity campaign for vocational education in Montana. This publicity campaign will involve the production of television and radio announcements and the dissemination of 10,000 brochures explaining vocational education in Montana. It is anticipated that radio and television announcements and brochures will be ready for distribution during the early fall of 1972.

Recommendation X - **Orientation to the World of Work**

The council recommends that elementary schools make a strong and organized effort to inform students of various vocations which may be open to them and to acquaint the students with how the educational system can help them prepare for the world of work.

The Superintendent of Public Instruction has assigned a supervisor in the Vocational and Occupational Skills Component the responsibility of coordinating career education activities in the state. This supervisor is chairman of a committee within the Office of the Superintendent of Public Instruction composed of supervisors representing elementary and secondary education. The committee is exploring ways of implementing career awareness programs at all levels of education. It is anticipated that a statewide conference on career education will be conducted to inform schools, business and industry of the career education concept and that educators from throughout the state will be called upon to develop a guide for the implementation of courses in occupational awareness in the schools. The Helena Public Schools' project, "The Next Step," which is designed to integrate career concepts with the curricula of grades 1 through 6, also will play a key role in providing school districts with information regarding the implementation of courses in occupational awareness.

Recommendation XI - **Standard Course Titles with Description**

One of the concerns of the council is the lack of standard course and program titles and descriptions among schools offering post-secondary vocational education. The council recommends that the State Board of Education establish standard program and course titles and descriptions. These titles and course descriptions should be used in all literature presenting program offerings.

With the assistance of post-secondary vocational education schools, the Director of Vocational and Occupational Skills and his staff presently are working to standardize program descriptions and course titles among all institutions offering post-secondary vocational education. Standardized program descriptions and course titles will be ready for use in Fiscal Year 1973.

Recommendation XII - **Truth in Advertising**

The advisory council maintains that each post-secondary school is responsible for the advertisement of its vocational education programs. In the past, some advertisement has been either inaccurate or false. The State Board should take appropriate action to discourage post-secondary schools from advertising courses which they do not actually offer.

Every effort will be made by the Office of the Superintendent of Public Instruction to watch for misleading advertising and bring it to the attention of the persons responsible. As program descriptions and course titles become standardized, inaccurate advertisements should decrease.

Recommendation XIII - **Recommendations from the First Annual Report**

The council recommends that the State Board of Education review and give further consideration to the recommendations contained in the *First Annual Report* of the

Montana Advisory Council for Vocational Education, submitted in September 1970.

The Office of the Superintendent of Public Instruction will continue to review the recommendations appearing in the advisory council's *First Annual Report* and will incorporate these recommendations into present and advanced planning where appropriate.